DOCUMENT RESUME

ED 054 090 SP 007 234

TITLE Reading and the Kindergarten Child. Appendix.
INSTITUTION Clark County School District, Las Vegas, Nev.
NOTE 95p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Guides, *Early Childhood Education, *Kindergarten, *Reading, *Reading Readiness

ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This document is the appendix of supplemental resources for use with the Kindergarten Reading Guide (SP 007 233). It has the following contents: Stage I which includes motor development, identification of self and surroundings, hand-eye and small muscle coordination, ability to put events in logical sequence, visual discrimination, visual memory, language usage, auditory discrimination, and listening skills; Stage II which includes listening for initial sounds, distinguishing letter forms, associating letter sounds and forms, and developing of a recognition vocabulary; and Stage III which includes word recognition, recognition of punctuation marks, ability to read for deeper meaning, adaptation of reading method to purpose and content, ability to study independently. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The appendix is devoted to a detailed presentation of objectives and activities for the program. INSTRUCTIONAL MATERIALS: Materials required are specified in the various activities, and there is also a bibliography. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

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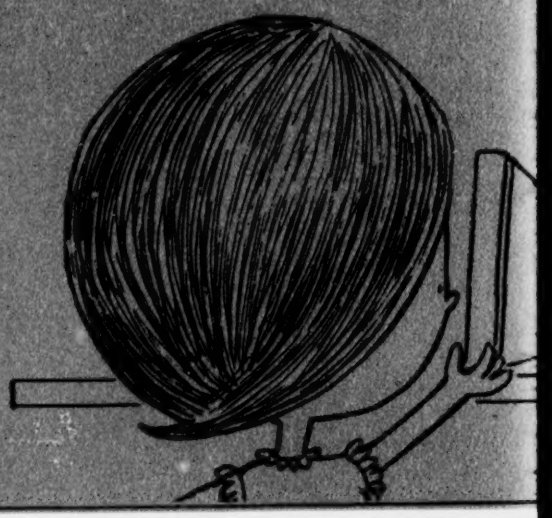

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# Kindergarten Reading Guide and Selected Mu

# APPENDIX

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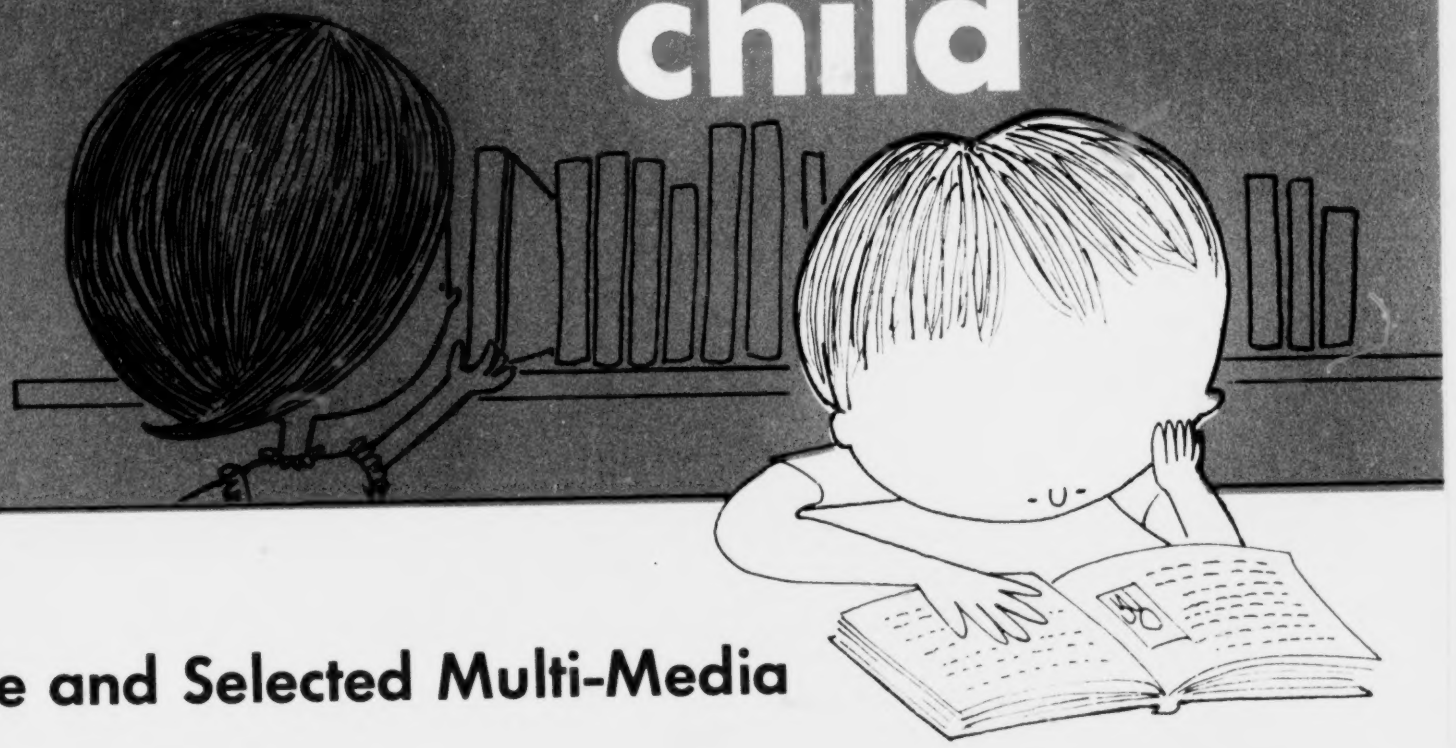
# reading and the kindergarten child



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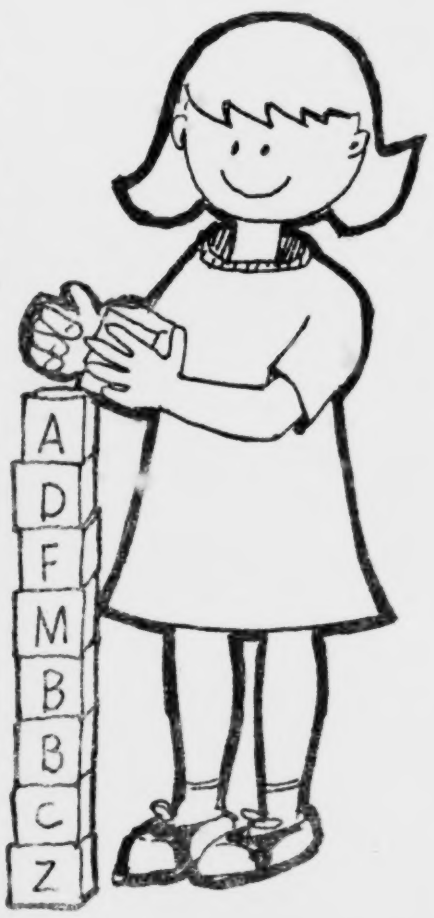


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# Supplemental Resources for Implementing the Kindergarten Guide

## APPENDIX SECTION FOR STAGE I

### What Pre-Reading Skills Should be Developed ? [1]

The check list which is included here provides a means of making a rough estimate of the individual child's strengths and weaknesses in the area of some of the skills important to reading readiness. From this diagnosis it is possible to plan learning experiences, beginning with the present level of the child's success, which will increase the skills he needs for reading. Many of these skills may be observed informally in a group situation.

### CHECK LIST OF SKILLS IMPORTANT TO READING READINESS

| SKILL | Satisfactory | Needs Attention |
|---|---|---|
| 1. Motor Development (large & small muscle) Can the child -- | | |
| . Hop ? | | |
| . Skip ? | | |
| . Jump with both feet? | | |
| . Catch a ball ? | | |
| . Throw a ball directly at a target? | | |
| . Walk a straight line without losing balance ? | | |
| . Tie shoes ? | | |
| . Cut with scissors ? | | |
| . Use a pencil ? | | |
| 2. Identification of Self and Surroundings | | |
| 3. Ability to Put Events in Logical Sequence | | |
| 4. Establishment of Left to Right Eye Movement | | |
| 5. Visual Perception -- | | |
| . Ability to recognize stimuli and relate them to previous experiences. | | |
| . Hand-Eye coordination -ability to make hands and eyes work together. | | |
| . Figure-ground perception - recognition of relevant stimuli | | |

| | Satisfactory | Needs Attention |
|---|---|---|
| 6. Visual Discrimination - can the child see likenesses and differences in objects and pictures ? | | |
| 7. Visual Memory - can the child remember what he sees ? | | |
| 8. Language Usage | | |
| . Articulation - which sounds cause difficulty ? | | |
| . Ability to: verbalize picture content. | | |
| . understand verbal directions. | | |
| . interpret relationships between ideas presented visually. | | |
| . use adequate oral vocabulary. | | |
| 9. Auditory Discrimination - can the child hear likenesses and differences ? | | |
| 10. Listening Skills - can the child remember what he hears ? | | |

## SUGGESTED ACTIVITIES TO ACHIEVE INSTRUCTIONAL OBJ

### A. MOTOR DEVELOPMENT

What is a Child's Level of Motor Development?

"There is evidence that the efficiency of the higher thought processes can b
upon which they are based." D.H. Radler and Newell C. Kephart [2]
Success Through Play

LARGE MUSCLE

1. Develop an awareness of rhythm.
2. Respond to rhythm with body movements.
3. Reproduce rhythms (drums made of tin cans or paper containers are s
4. Provide opportunity for creative rhythms.
5. Provide opportunity for the fundamental rhythms of walking, runnin
6. Encourage the child to express rhythms of bodily movement in respo
7. As skill is developed, gradually vary these rhythms and increase th

Examples:

1. Provide opportunities for participating in games which in
at various speeds. The use of an obstacle course is helpful.
speed and direction.

2. Provide opportunities for participating in games which re
ing speeds with varying means of locomotion.

VE INSTRUCTIONAL OBJECTIVES FOR STAGE I

ment?

the higher thought processes can be no better than the basic motor abilities
. Radler and Newell C. Kephart [2]
ess Through Play

vements.
of tin cans or paper containers are suitable teaching devices).
rhythms.
amental rhythms of walking, running, and jumping.
ythms of bodily movement in response to music.
vary these rhythms and increase their complexity.

for participating in games which involve walking, running, and jumping
se of an obstacle course is helpful. Vary the obstacles, method of mobility,

for participating in games which require moving through the room at vary-
heans of locomotion.

## Give the Child Ample Opportunity to Be Physically Active

1. Encourage the parents to dress their children in clothes which they are permitted to soil or to provide protective coverings for clothes which must be kept clean.

2. Provide a variety of activities on a level of coordination low enough that the child can be successful in the activities.

3. Provide tools for construction: 7 ounce hammer, 6 inch saws, back-saws, miter box (at least three inches wide inside), 4 inch C clamps, low-build sawhorses, box of nails (flat-headed), and smooth, soft pine cut to appropriate widths and to easily handled lengths.

4. Provide tools for gardening: spade, shovel, rake, hoe.

5. Provide large movable toys and other devices for transportation: tricycles, scooters, wagons, wheel barrows.

6. Provide opportunities for experimentation with mud and water.

7. Teach many simple games that will help the child to develop the fundamental body controls of balancing, standing, walking, running, squatting, stretching, swimming, dodging, stopping, turning, and jumping.

8. Help the child to develop certain fundamental skills, such as catching, throwing, and bouncing large rubber balls; rolling hoop and jumping rope.

9. Provide an environment in which the children will develop large muscle control through experimentation with the following materials and toys: horizontal bars, parallel ladders, large packing boxes, hollow blocks, climbing apparatus, fire engine, tractor, airplane, boat, road roller, derrick, train, truck, bus, car, dolls, doll clothes, doll furniture, large ball, large beads, and singing tops.

10. Supply brushes, cold water paint, and sheets of blank newsprint to encourage painting activities.

11. Discuss with the children ways of holding and carrying objects carefully. Give the children ample opportunity for manipulating, experimenting, modeling with clay, and working with finger paint.

B. IDENTIFICATION OF SELF AND SURROUN

The child first determines the shape and limits of the world within h
forms of the world around him. It is important that he have an accu

CAN THE CHILD IDENTIFY BODY PARTS?

Draw a person:
Ask the child to draw the very best person he can. Note incorre
to head .

Ask the child to identify body parts:
Touch your shoulders
Touch your ankles
Touch your feet
Touch your ears

Use a picture of a person. Ask the child to show:
The head
The neck

ACTIVITIES 3

Creeping:
Accuracy of performance is important in this activity. Supervise the
as slowly and as accurately as they can. The child should creep wit
the floor at the same time. As the child progresses in this skill enco
look at his hand as it strikes the floor. As skill is noted, encourage
with his foot dragging. This gives more emphasis to the movement.
ahead as the child moves. Be sure that the hands are flat on the flo
hand-knee combination strikes the floor.

5

OF SELF AND SURROUNDINGS

shape and limits of the world within his own person and then relates this learning to the
. It is important that he have an accurate body concept.

ODY PARTS?

very best person he can. Note incorrect concepts such as arms and legs attached

ody parts:

Touch your eyes
Touch your nose
Touch your head
Touch your mouth

Ask the child to show:

The arms
The fingers, etc.

mportant in this activity. Supervise the children closely, urging them to move
s they can. The child should creep with the opposite hand and knee striking
As the child progresses in this skill encourage him to turn his head slightly to
the floor. As skill is noted, encourage the child to lift his knee from the ground
gives more emphasis to the movement. Hands and knees should point straight
e sure that the hands are flat on the floor and that the head turns to view as each
es the floor.

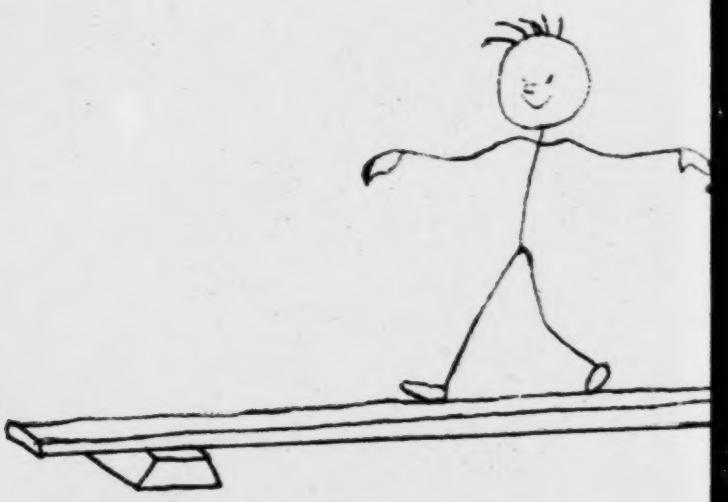
Walking:
Provide the children with experience in walking in bare or stocking feet. As each child walks, have him point the index finger of his left hand at his right foot as it hits the floor. Then as he takes the next step have him point the index finaer of his right hand at his left foot, etc. Encouraging the child to "shoot" his big toe will stimulate interest.

When some skill is apparent encourage the child to toe out slightly and to move his legs in parallel lines. Have the child rotate his head, neck, and eyes to fixate on the hand and foot to which he is pointing. Vary the speed of walking.
Provide activities which require the use of the preferred hand, whether left or right, such as:

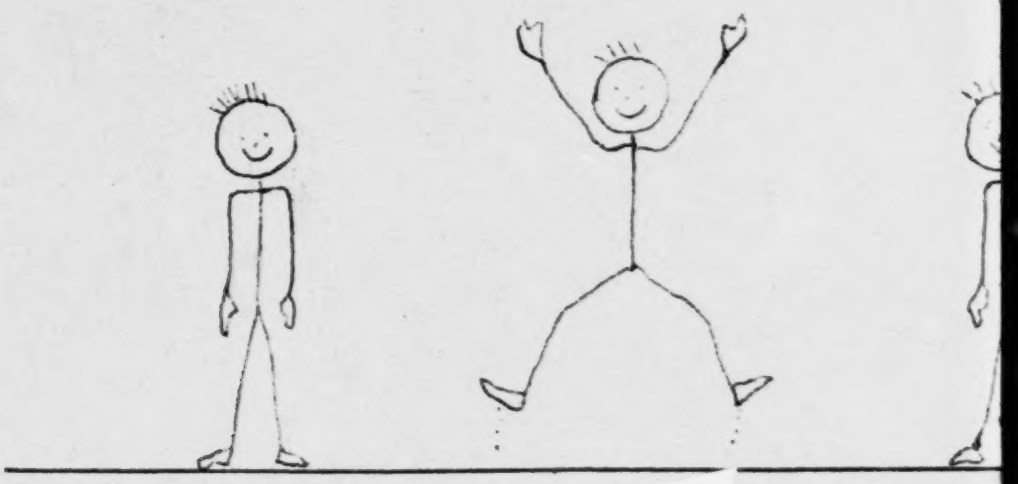
Throwing a ball
Ring Toss
Playing Bean Bag
Rolling a hoop
Reaching
Picking up small objects

Stationary Crawling:
A simple, easily - conducted, yet fruitful activity is that of crawling in place. The child lies on his stomach with his head turned to the right and his right arm flexed with his hand at eye level. His right leg should be flexed so that the knee is level with the hip. The child's left arm and left leg should be extended. The child then reverses this arrangement alternately in a rhythmic manner for a short period of exercise.

Walking Beam:
Provide a 2" x 4" eight to ten feet in length which can be mounted on two
be used as a path for walking. Some children may need to be introduced t
line painted on the floor.
As the child walks the beam, his arms should be stretched out horizontally
steps should be encouraged with the child sighting on the end of the walkin
As the child develops some skill walking forward, he can experiment walki
child can measure off distances to walk to 1/4 of the way, 1/2 of the way a
As a further elaboration the child can be encouraged to walk the beam whi
eye level.

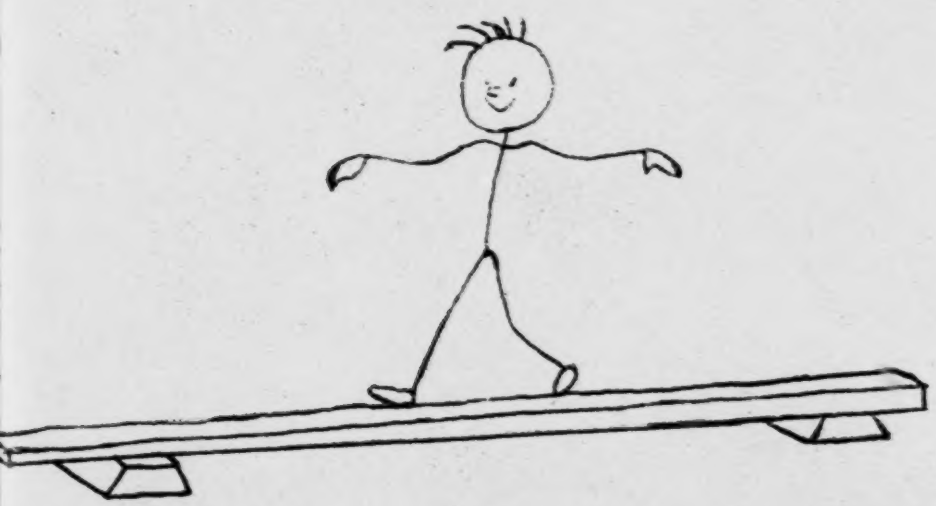


Jumping Jacks:
Have the children stand with their hands at their sides. On command (in c
jump to spread their feet apart while raising their arms in an arc to clap th
return to the original position on the second count.

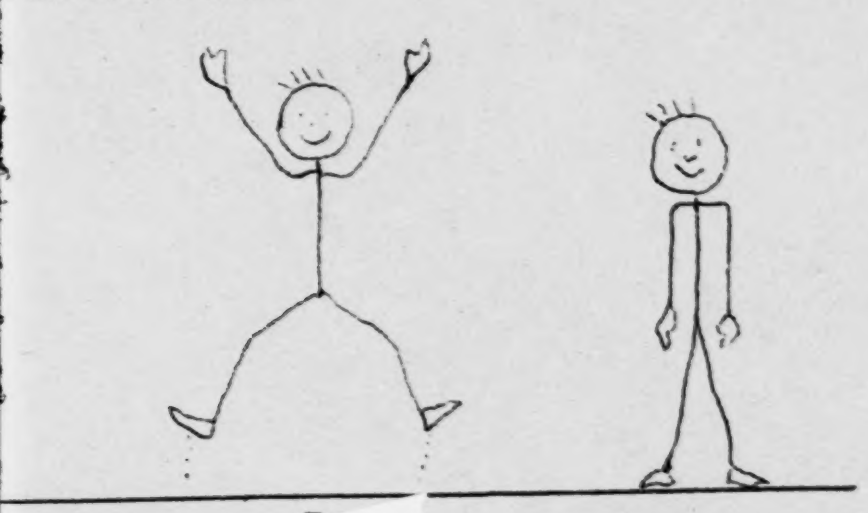


et in length which can be mounted on two bridges so that either surface can
ome children may need to be introduced to this activity by first walking a broad

arms should be stretched out horizontally from his sides to provide balance. Short
the child sighting on the end of the walking beam.
walking forward, he can experiment walking backwards. As skill is developed, the
o walk to 1/4 of the way, 1/2 of the way and 3/4 of the way along the beam.
d can be encouraged to walk the beam while sighting at a distant target slightly below

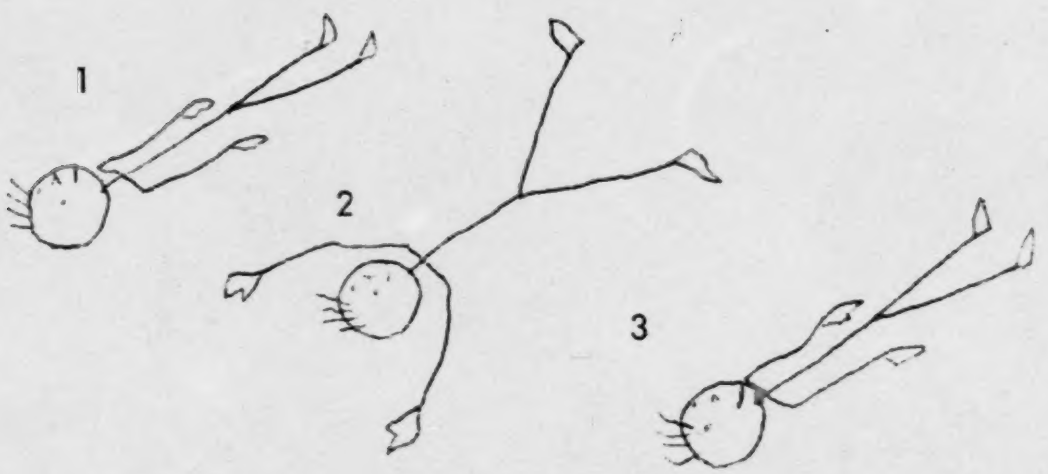


eir hands at their sides. On command (in cadence, if practical) have them
while raising their arms in an arc to clap their hands above their heads, and
n the second count.



Crab Walk:
The sketch below illustrates this exercise. The children can move in either direction on command. Encourage them to keep only their hands and feet on the floor.

Angels in the Snow:
The children lie on their backs with their hands at their sides. In cadence, if possible, ask the children to extend their legs and to move their hands together above their heads. At first it will be well to have the children drag their feet and hands on the floor as they arc out. Return to the original position. Encourage the children to slap their sides as they return to the original position. The activity can be varied by requiring the arm and leg on one side only to be moved or by requiring the arm on one side to move with the leg on the other side.



## C. HAND - EYE AND SMALL MUSCLE COORDINATION

IF A CHILD IS LEFT-HANDED DO NOT FORCE HIM TO USE HIS RIGHT HAND!

### 1. Hand-Eye Coordination

Has the child developed sufficient control of hands and eyes so that he can make them work together ? The child who can cut proficiently can better understand relative lengths and better control a pencil or crayon. Cutting is a tangible demonstration of mastery in hand-eye coordination.

"Cutting, a Kinesthetic Tool for Learning,"
C.E.C. Journal, March, 1965 [4]

Scissors have a potential as a tool and as a motivating device. Such purposes are served especially when scissors are employed with supplementary workbooks that teachers use to reinforce concrete experiences. When using a workbook, children generally use a pencil or crayon to circle, mark, color, trace over dotted lines, or otherwise indicate their answers. There is no need to limit the workbook to just marking activities. A pair of scissors could serve as an aid to retention or as a tracking tool and they could provide the child with visible and tactile answers. These uses are discussed in the paragraphs that follow:

#### Scissors as an Aid to Retention

While using scissors a child is cutting rather than coloring or marking a picture or a shape. It may be that marking of a picture with a pencil does not involve as many muscles or as much organization of thought as would the use of scissors. The child must control and coordinate his hands and eyes to a much higher degree in the cutting process. Perhaps this degree of mental and physical participation, as it involves the senses, will also serve as an aid to retention.

#### Scissors as a Tracking Tool

Tracking is the following of an indicated path. A pencil and crayon can track a dotted line or trace over a printed form. Shapes, letters, and numbers can be cut instead of traced. Scissors thus used become an additional tracking tool and provide a more tangible kinesthetic experience involving hand-eye coordination.

## Scissors Provide Visible and Tactile Answers

When an item is cut, the tangibility of the answer is evident. For example, when a child cuts out a triangle, he experiences the motor sensation of cutting its shape. He feels the three angles and sees the result of his work more clearly. To him it is distinct as a whole unit. Scissors are effective reinforcement tools, but the teacher must be aware that prolonged small muscle use can produce fatigue in young children. Just as the teacher would not direct the pupils to overuse pencils or crayons, she would not direct them to use scissors excessively.

## Readiness and Mastery of Cutting

There are children who come to school never having used scissors. Those who have poor coordination may have had little success and have been afraid to try again. Some children have not been permitted to use scissors because of the potential danger. Others have been told that to tear or cut makes a mess and is naughty. Fearful children show restraint and concern over cutting projects in the classroom. It may be useful to such a child to present him with unusual scissors (unlike the ordinary scissors that he associated with failure.) Some examples are left-handed scissors, electric scissors, novelty shaped scissors that appear on the market from time to time, and training scissors. Whatever the reason for a child's failure to cut successfully, his need is for a simplified, structured series of programmed lessons.

The child who has mastered cutting can use this skill to master certain coordinations. An example of this refinement is the coordinated use of both eyes in near-point activity. In cutting as in reading, a child holds the paper about 12 inches from his eyes. Such activity is helpful in developing and controlling eye muscles. Further practice in the use of eyes in coordination with hands occurs when the child cuts along a dotted line. He is tracking this line with both hand and eye muscles. Such activity refines skills necessary in writing. Refinement of skills that develop perception and meaningful concepts is also possible through the use of scissors.

Educators are concerned with readiness. When a child is ready to advance to the next step he is learning easily and comfortably. Being aware of this, teachers are alert to new materials which can lead the child to this ideal state.

## Learning to Handle Scissors

When children have had preschool experience in cutting, they may hold the scissors with either two fingers or three. The two finger grip employs the thumb and index finger. When three fingers are used, the thumb and middle finger are in he handles and the index finger is used for leverage or as a steadying guide. If either grip is effective, comfortable, awkward, frustrating or bizarre, then the child must be taught the more conventional grip with three fingers. Sometimes a child seems unable to learn to hold and use the scissors. In such cases the use of training scissors often solves the problem.

The training scissors were adapted by Beulah Hogg, Occupational Therapist, Vicksburg, Michigan. Such scissors may be made by cutting off handles of one pair of scissors and brazing them to the handles of the other scissors. The child is encouraged to place his fingers in the two inner holes; the teacher's are placed in the outer holes. In this way, the child's hand can be guided. At first the teacher moves the scissors (passive participation of the child). This step may have to be taken without paper - just a rhythmic practice to develop muscle skills. Later the child learns to open, shut, and snip actively. When the teacher feels the child taking over, she may loosen her grip and eventually may remove her hand. At this point, regular scissors should be introduced.

If training scissors are not available, the teacher can use regular blunted scissors. This method, however, takes longer and it is more difficult for the teacher to know when the child is able to cut alone. When using blunted scissors, the teacher should hold her hand over the child's simultaneously applying pressure to the blades and verbalizing that they open and shut. The finger play song, "Open, Shut them," becomes a practical exercise when used with scissors for muscle practice. Contact guidance such as this may be needed for some time until the cutting motion is well established. Holding the paper with one hand and cutting with the other may need supervision for a time while the child adjusts to two hands working together. A stiff paper such as construction paper is necessary during this stage. This lessens the frustration of tearing.

## Sequential Steps for Beginners

The following sequence in teaching cutting skills is suggested after the child has mastered the basic fine muscle operations in handling scissors.

a. Random fringing: The child is given a six-inch square of construction paper to discover for himself the combined muscle sensations of cutting.

b. The one-snip strip: The child is given a three-quarter inch nar
intervals by thick lines. Only one snip of the scissors is needed
narrow strips have thinner lines and smaller sections. This skill
a creative craft activity such as mosaic paper designs.

c. Practice strip for straight line cutting: In this step the teacher
at three-inch intervals with thin lines that require several strok
sections would be name tags and labels around the room.

d. Half-snip strip: The cutting guide lines on this strip extend on
child begins to develop control of the length of the line.

e. Long and short lines: A wide strip with alternating long and sh
control of his cutting stroke. The long line goes completely ac
goes half-way. These units, when cut off, can be interlocked
room projects.

f. Cutting curves: Procedures used in cutting straight lines are us
When curves are mastered, children are able to cut out such ob

g. Zig-zag strips: Changes of direction are practiced through use
in cutting such forms as crowns, mountain peaks, Christmas tre

h. Diagnostic test: At this stage, a diagnostic test is presented to
has mastered all the preceding steps. The child is instructed to
triangular shape, and a few directional figures. The teacher ob
when a change of direction in cutting is needed; (b) accuracy i
of verbal directions and concepts such as corner, middle, and a
However, children are ranked (good, fair, poor) to facilitate p

i. Geometric forms: This last step develops skill in changing dire
discrimination. Squares, rectangles, circles, ovals, triangles,
presented in two sizes, printed separately on squares of paper.
a teacher prepared pattern, they may be used to develop spatia

ld is given a three-quarter inch narrow strip of paper sectioned at one-inch
nly one snip of the scissors is needed to cut off each section. Subsequent
nes and smaller sections. This skill can be applied at once by the child in
h as mosaic paper designs.

ne cutting: In this step the teacher presents wider strips (two inches) crossed
thin lines that require several strokes of the scissors. A practical use for these
and labels around the room.

guide lines on this strip extend only half the width and with this step the
trol of the length of the line.

de strip with alternating long and short lines helps the child to further refine
. The long line goes completely across the strip, while the short one only
, when cut off, can be interlocked and used in many creative ways in class-

used in cutting straight lines are used again in cutting curves in both directions.
children are able to cut out such objects as leaves, feathers, fish, etc.

direction are practiced through use of these strips. This skill may be applied
owns, mountain peaks, Christmas trees, etc.

age, a diagnostic test is presented to the child to discern to what extent the child
ding steps. The child is instructed to cut lines of varying lengths, a curve, a
w directional figures. The teacher observes the child's (a) hand coordination
n in cutting is needed; (b) accuracy in following the pattern; and (c) understanding
oncepts such as corner, middle, and across. The test does not involve scores.
ked (good, fair, poor) to facilitate placement within a group for further instruction.

t step develops skill in changing direction as well as form perception and
rectangles, circles, ovals, triangles, hexagons, pentagons, and diamonds are
inted separately on squares of paper. When these forms are combined to match
, they may be used to develop spatial relationship perception.

2. Hand-Eye Training Activities[5]

a. Ask the child to string six large primary beads. (Provide a string with a long tip and a knot in one end).

b. Ask the child to draw a straight line between two dots. (Teachers make dots on chalkboard or on a piece of paper.)

c. Copy large forms and figures on the chalkboard, starting with letters and figures 6" or 8" high and gradually reducing the size of the letters to 2" before moving to the use of paper.

d. Use templates of the common forms (circle, triangle, square, rectangle) to guide pencils in drawing the forms before moving to freehand drawing of the same forms.

e. Show the child a circle, square, or triangle. Ask him to draw a figure that looks like it.

f. Have students copy designs on duplicated materials (simple to complex.)

g. Have students begin with a basic form (circle, triangle, square, rectangle) and elaborate on it with a crayon or pencil to make a picture of a common object.

h. Ask students to select common forms (circle, triangle, square, rectangle) in a picture or design.

i. Prepare large flash cards suitable for group use with simple designs or figures on them. Provide the children with sheets of duplicated material upon which these designs appear with a space next to the design so that the child can reproduce it.

j. Have students use manipulative toys:
peg boards form boards jigsaw puzzles

k. Have students use varied handwork materials:
pasting coloring painting wood construction clay cutting

l. These activities will help to coordinate the sensory channels and to develop small muscle control:
   1. Allow children to touch articles such as sandpaper, cotton, a stone, a smooth mirror, a piece of velvet, etc.
   2. Ask: What else is hard? (smooth, soft, rough)
   3. Use nuts and bolts: screw on nuts and screw them off again.(use plastic bottles and screw tops.)

m. Visual motor coordination will be strengthened through these hand-eye activities:
   1. Catch and throw beanbags.
   2. Roll and catch a hoop.
   3. Throwing a ball.
   4. Ring Toss
   5. Reaching.
   6. Picking up small objects.

D. ABILITY TO PUT EVENTS IN LOGICAL SEQUENCE

1. Tell the child a story, providing pictures and letting the child place them i

2. Provide pictures of a child's day. Ask him to place them in sequence, i.e
   getting up in the morning,
   getting dressed,
   brushing teeth,
   eating breakfast,
   going to school.

3. Have the child act out a story in proper sequence through dramatics.

4. The child may draw a story in sequential order.

5. Allow the children to dictate an experience chart, in logical order.

ESTABLISHMENT OF LEFT TO RIGHT EYE MOVEMENT

1. Use simple exercises to determine which children are having difficulty.
   a. Show me your right hand, etc.
   b. Distinguish one hand and/or one foot with a marking and play gam
   c. Finger play and action rhymes.

2. Ask the child to name pictures, noting the order he uses.

3. Place 10 blocks in a row. Ask the child to count them noting whether he
   or from right to left.

4. Dates on a calendar could be used for additional experience.

5. Allow the child to "read" from an experience chart.

EQUENCE

g pictures and letting the child place them in logical order to retell a story.

y. Ask him to place them in sequence, i.e.

in proper sequence through dramatics.

sequential order.

an experience chart, in logical order.

E MOVEMENT

ine which children are having difficulty.
nd, etc.
nd/or one foot with a marking and play game, e.g., Looby Loo or Hokey Pokey.
rhymes.

, noting the order he uses.

k the child to count them noting whether he goes from left to right

used for additional experience.

m an experience chart.

6. Eye movement Drills - for example:

a. Child traces the pattern of the hopping bunny and the sw

b. Child traces:

7. Trace child's right hand on paper. Draw on finger nails. "This

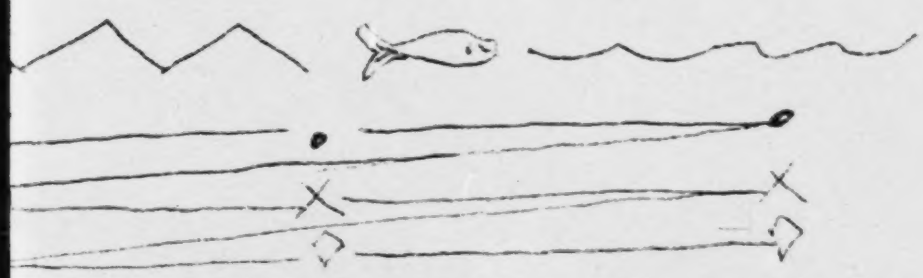
8. Give child simple sequence to follow in matching: "Left hand,

9. Ask the child to name some objects on his left then on his right

10. Play Simon Says: "Touch your right foot, touch your left ear, e

r example:

pattern of the hopping bunny and the swimming fish:



on paper. Draw on finger nails. "This is your right hand." Do same with left hand.

nce to follow in matching: "Left hand, right hand," etc.

me objects on his left then on his right - have him turn around and do the same thing.

h your right foot, touch your left ear, etc."

## E. VISUAL DISCRIMINATION [6]

Can the child discriminate differences in curves, straight lines, diagonals and combinations that m

1. Make a simple design on one peg board and ask the child to duplicate the design on a
2. Ask the child to find all the same beads, blocks, sticks, etc., in a box of assorted ite
3. Superimpose the outline of a triangle upon a square. Ask the child to outline the tria
4. Superimpose the outline of a house upon the outline of a tree. Ask the child to outlin
5. Point out various categories of objects such as round things, wooden things, red things
6. Work sheets could be provided to give a basic understanding of big, little, short, lon
7. Pantomine games such as the Bear Hunt, the Lion Hunt.
8. Cut on a heavy straight black line.
9. Cut outlined geometric figures.
10. Cut fringe on a placemat or cut Chinese Lanterns.
11. Sit in the middle of a circle. Call a child's name and roll a ball toward him. Have
    The children should watch the ball roll each time.
12. Ask the child to match geometric forms and/or letter forms. A large card with many g
    drawn is given to the child. Matching forms are drawn on individual cards. (circle,
    letter forms.)
13. Have students sort objects, colors, etc., and place items which are alike in individu
14. Provide for experiences in assembling blocks to duplicate patterns models or pictures.
15. Provide simple puzzles of common objects and forms.

ines, diagonals and combinations that make up shapes and forms?

k the child to duplicate the design on another peg board.

ks, sticks, etc., in a box of assorted items.

quare. Ask the child to outline the triangle with a crayon.

utline of a tree. Ask the child to outline the tree with a crayon.

round things, wooden things, red things in the room.

understanding of big, little, short, long, back, front, top, bottom.

ion Hunt.

erns.

name and roll a ball toward him. Have the child roll the ball back.
time.

r letter forms. A large card with many geometric forms and/or letter forms
are drawn on individual cards. (circle, square, triangle, rectangle, and

place items which are alike in individual boxes.

to duplicate patterns models or pictures.

d forms.

F. VISUAL MEMORY

1. Display three objects. Cover one and ask the child which one you hid. Repeat,

2. Show the child a picture. Remove it and ask him to tell all he remembers about

3. Show a circle, square, triangle, one at a time. Allow the child to look for 5 se the geometric form and ask the child to draw it from memory.

4. Play the game, "What is Missing?" The teacher shows a picture with a missing p for five seconds. The child then tells what is missing.

5. Make a bead chain design; remove it and ask the children to reproduce it from m

6. A cumulative group game may develop visual memory. The first child touches a object and one more. The next child touches both previous objects and one more all that were touched before adding one more each time.

7. Show the child abstract forms and ask him to reproduce them from memory.

child which one you hid. Repeat, using a greater number of objects.

im to tell all he remembers about the picture.

. Allow the child to look for 5 seconds. Remove
from memory.

er shows a picture with a missing part, such as a cow with an ear missing,
missing.

he children to reproduce it from memory.

memory. The first child touches an object; the next child touches that
both previous objects and one more. Continue with each child touching
each time.

eproduce them from memory.

G. LANGUAGE USAGE

Provide an environment rich in opportunity for all children to communicate their ideas.

Articulation Activities

1. Provide many listening experiences:
   a. records
   b. stories read by teacher
   c. nursery rhymes and finger plays--to listen to and recite.

2. Provide opportunities for the child to participate with the group in choric verse.

3. Use paper bag and stick puppets to add interest to dramatizing nursery rhymes and stories.

4. Encourage rhythmical activity.

5. Speak slowly and distinctly to children.

6. Encourage the child to take his time.

7. Speech sounds causing difficulty may be presented in a group situation: i.e., if some children have difficulty pronouncing "r", the teacher might put several objects beginning with "r" on a table. The children are asked to name all the objects. Then one child might say, "I am thinking of something on this table." Another child might say, "Are you thinking of a rabbit?" The first child responds, "Yes, I'm thinking of a rabbit," or "No, I'm not thinking of a rabbit."

Activities which help develop a meaningful vocabulary:

1. Pictures may be used for introducing new concepts.
2. Acting games develop meanings for words; i.e., the teacher says a sentence, the children take turns acting it out.
3. Children can act out:
   nouns (animals, people, etc.)
   verbs (walk, jump, run, hop)
   adverbs (quickly, quietly)
   prepositions (under, behind, in)

4. Visits to school, stores, fire station, etc. enable child to develop new concepts and vocabulary through experience and discussion.

5. Puppets and simple costumes provide avenues through which the child may lose his self-consciousness.

6. Activities such as telephone conversations, radio broadcasts, dramatizations, and composing group stories provide opportunities for growth in language ability.

7. Encourage the growth of vocabulary through questions about familiar objects and pictures; i.e.,
   - What is the boy doing?
   - What will he do next?
   - Where is he?
   - What does he feel?

8. Help children develop a descriptive vocabulary through the visual experience of comparing and examining small details:

| | |
|---|---|
| large | to the left |
| small | to the right |
| round | straight |
| square | above |
| pointed | below |

## H. AUDITORY DISCRIMINATION

"Poor auditory discrimination is prevalent among poor readers. U
two spoken words he cannot learn to associate each of them consi
can be improved by listening. [7]

Children who have difficulty hearing similarities and differences
phonics skill in reading. They may profit from a strengthened vis
perception skills are developing.

1. Can the child hear likenesses and differences?
   - Ring two bells as child listens and watches.
   - Blindfold the child.
   - Ring one of the bells.
   - Ask, "Which bell did you hear?"

2. Activities which may improve auditory discrimination:
   a. The teacher provides various sounds and ask children to
      without looking to identify the sound they hear after:
      .someone sharpens a pencil, turns on a light, knock
      .a ball is bounced several times, the child counts t

   b. The teacher reads jingles and rhymes, then asks the chil

3. Activities which may be used to increase children's awareness
   Listen for rhyming words in couplets.
   Finish rhymes by adding the last words of the second lin
   Read poetry frequently and stop and let the children fill

4. Activities which develop in understanding the concept of same
   a. Listen to sounds on instruments which are the same and d
      .two big drums
      .two small drums
      .one big drum and one small drum
      .notes on the piano; high-low, same, etc.
   b. Listen to a rhythmic pattern on sticks and then ask the c

evalent among poor readers. Unless a child can hear the difference between
o associate each of them consistently with the printed symbol. This skill

ng similarities and differences in words are likely to have difficulty using
profit from a strengthened visual approach to learning while auditory

nd differences?
s and watches.

ear?"

uditory discrimination:
ous sounds and ask children to guess what they are hearing. The children listen
fy the sound they hear after:
pencil, turns on a light, knocks on a door, closes the window, etc.
everal times, the child counts the bounces.

s and rhymes, then asks the children to listen for rhyming words.

o increase children's awareness of sounds and rhyming words:
in couplets.
the last words of the second line.
nd stop and let the children fill in the last words in rhyme.

derstanding the concept of same or different:
ments which are the same and different, i.e.

mall drum
h-low, same, etc.
ern on sticks and then ask the child to duplicate the pattern.

5. Pairs of words may be read to the children. Ask: Are these the same or different?

| | | |
|---|---|---|
| pick-tick | bad-bed | map-nap |
| cape-cake | pit-pick | sick-thick |
| rug-rug | thin-shin | hop-hot |
| bug-bud | gun-bun | turn-burn |
| bun-pun | boy-girl | hub-hug |
| pot-cot | bad-dad | sell-shell |
| cut-cup | come-come | pin-pen |
| sell-shell | lot-lock | pig-peg |
| bet-bit | run-ran | barn-ban |
| hop-hop | him-hum | bam-bar |
| bet-pet | sock-suck | |

6. Barnyard Frolic

Assemble two sets of word cards with the name of one animal commonly found on a farm on each, e.g., dog, duck, goat, chick, cat, bee, sheep, donkey. Print the word, "barnyard," on one of the cards. When the leader holds up a card with the name of an animal on it, the child who holds the matching card must respond with the typical sound made by the animal named on his card. When the leader holds up the word, "barnyard", each child must respond with the appropriate sound made by the animal named on his card.

## I. LISTENING SKILLS

1. The teacher may repeat several numerals and ask a child to rep

2. Give a child a series of commands to remember and do in seque
and bring me a pencil.

3. Clap several times using different patterns and then ask a child

4. After listening to a story, the children are asked to re-tell as n

5. The teacher reads a story when the children first arrive at scho
Later in the day an opportunity is provided for the children to

6. Play the game: "I went to a farm; I saw a horse, a pig, a shee
of the animals I saw."

7. Have students listen to songs and poems for memorization.

8. While sitting in a circle, a child is asked to name a child and

9. Children are asked to name all the children in the room.

10. Children listen to story and activity records and tapes.

Many additional activities which will add to the child's listening skills are presen

l numerals and ask a child to repeat from memory.

ands to remember and do in sequence, i.e., put the book on the table

ent patterns and then ask a child to reproduce the pattern.

children are asked to re-tell as much of it as they can remember.

n the children first arrive at school, emphasizing that they must remember it.
y is provided for the children to recall the story orally or on worksheets.

arm; I saw a horse, a pig, a sheep, and a goat. Now tell me the names

and poems for memorization.

ild is asked to name a child and then roll a ball to him.

ll the children in the room.

ctivity records and tapes.

child's listening skills are presented in Listening Aids through the Grades.[8]

## A. USING SPOKEN CONTEXT

Throughout a school day occasions arise when the children may think of clues
"Now is the time to go to the_____." "It is ten o'clock; time
In this skill the child needs to think, take turns, and express his thought.

The context must be given so that the child may have a choice of two or more
Caution: Never use the word "blank;" merely pause for the child to supply th
skill should be a part of the daily schedule.

Additional Context Sentences and Riddles

1. The sky is_____. (blue, high, dark)
2. In spring a tree is_____. (green, full of leaves)
3. In winter a tree is_____. (bare, brown, without leave
4. When it snows, the ground is_____. (white, full of s
5. For my lunch I will eat_____. (soup, sandwiche
6. Dog Jack went hunting with Little Old Man. Dog Jack saw somethi
   Little Old Man. "You will scare away the_____." (
7. Mr. Brown Bear was walking through the woods. He smelled someth
   because he was a bear. It was_____. (honey, flow
8. February was here. The days were cold and snowy. Little red bird
   will be_____. (spring, warm)
9. Little Elizabeth lived all alone with her Granny, way back in the w
   She said, "Today I will go to_____. (town, school, the
10. One day Red Hen was scratching in the leaves under an old oak tree
    kerplunk on her_____. (head, foot, back)
11. Mike had a new pet. He could not wait to tell his friend, Hank. H
    house to show Hank the_____. (dog, cat, mouse)
12. One afternoon Jim was in the back yard playing with his two best fr
    playing_____. (cowboys, Indians, tag)
13. Jenny planted a seed. The seed began to grow. It got taller and to
    (flower, rose, tulip)

PPENDIX STAGE II

hen the children may think of clues for activities such as,
_____." "It is ten o'clock; time to go to_____."
turns, and express his thought.

d may have a choice of two or more words that make sense.
erely pause for the child to supply the missing word. Remember this
e.

_____. (blue, high, dark)
_____. (green, full of leaves)
_____. (bare, brown, without leaves)
_____. (white, full of snow)
_____. (soup, sandwiches)
le Old Man. Dog Jack saw something move. "Hush," said
e away the_____." (bear, tiger, lion)
ough the woods. He smelled something. It smelled good to him
_____. (honey, flowers)
ere cold and snowy. Little red bird said, "Don't worry, soon it
g, warm)
with her Granny, way back in the woods, far up in the mountains.
_____. (town, school, the store)
g in the leaves under an old oak tree. Suddenly an acorn fell
_____. (head, foot, back)
not wait to tell his friend, Hank. He ran all the way to Hank's
_____. (dog, cat, mouse)
ack yard playing with his two best friends. They were having fun
owboys, Indians, tag)
d began to grow. It got taller and taller. It was a_____.

14. One day before school started, Alfred's mother bought him a beautiful rain coat with a hat to match. She also got him beautiful new red _____. (boots, gloves, sunglasses)
15. I have four feet and a tail. I make a nice pet. I am a _____. (cat, dog, rabbit)
16. I have numerals and hands on my face. I tell time. I am a _____. (clock, watch)
17. I am a good drink for breakfast. You can pour me into a glass. I am _____. (milk, orange juice)
18. I am very fierce, I growl and live in a zoo. I am a _____. (lion, tiger, gorilla)
19. I have two arms, a collar, and a zipper. I like to go outside. I am a _____. (jacket, coat)
20. I grow in summer and get very green leaves. I am a _____. (tree, plant, flower, bush)

## B. LISTENING FOR INITIAL SOUNDS

1. Beginning Sound Lotto
Paste six pictures on 8" x 11" tagboard. Pictures on smaller cards are matched t
beginning sound.

2. Fish
Dealer gives five cards to each player and lays the remainder in a center pile; t
player, "Do you have a picture card that begins like _____?"(names a
hand) If a pair is made, he places it in front of him and asks another player for
pair is not made, he draws from the pile and the player next to him has his turn

3. Concentration
All picture cards are placed face up on the table and players take turns matchin
that begin with the same sound. Players having most pairs are the winners.

4. Listening for words that begin alike
Children may be directed to clap or stand and name the word which begins with
as teacher says each series of words.

some, so, same, sit, till
barn, big, berry, far, bet
caught, carry, cave, down, cart
dig, dot, sand, dust, do
fat, how, for, five, fun
now, no, top, nest, never
rag, cow, row, red, rock
me, my, more, so, much

shop, share, she, show, rock
wig, were, barn, with, wag
gone, gate, did, got, gold
how, make, here, hat, have
lake, let, live, five, light
sat, sore, sad, pan, sick
pot, pan, pin, ten, pig
tin, tear, tap, tug, led

5. Racing Game
Divide class into two teams. Place two letter boxes on piano bench in front of
on each. Scatter objects from both boxes in center of circle. One team finds
with the same sound as key picture on one box; other team finds objects that be
the picture on other box. First team to finish is not necessarily the winner. Th
correct items in box is the winner.

11" tagboard. Pictures on smaller cards are matched to large card by

o each player and lays the remainder in a center pile; then asks another
picture card that begins like _____?" (names a picture card in his
he places it in front of him and asks another player for a card. If a
ws from the pile and the player next to him has his turn.

ced face up on the table and players take turns matching pairs of pictures
sound. Players having most pairs are the winners.

begin alike
d to clap or stand and name the word which begins with a different sound
ies of words.

| | |
|---|---|
| l | shop, share, she, show, rock |
| et | wig, were, barn, with, wag |
| wn, cart | gone, gate, did, got, gold |
| o | how, make, here, hat, have |
| n | lake, let, live, five, light |
| ver | sat, sore, sad, pan, sick |
| ck | pot, pan, pin, ten, pig |
| h | tin, tear, tap, tug, led |

ams. Place two letter boxes on piano bench in front of room with a key picture
ts from both boxes in center of circle. One team finds all objects that begin
key picture on one box; other team finds objects that begin with same sound as
x. First team to finish is not necessarily the winner. The team with the most
the winner.

6. Sound or letter relay game
Put cards on the floor with pictures of several different beginning consonants up in three or more rows as in relay games. Say, "I'm looking for a card with the same sound as (or start like) _____". First child in each row finds card for his row. The row that gets the most cards wins the game.

7. Magic sound - magic letter and variations
Pass pictures of various initial consonants to each child in the group. Call out words like ball, button, etc. All the children may skip, hop, gallop, etc. when they hear words mentioned. Continue using all sounds represented in pictures to give practice.

8. Magic castle (variation to musical chairs)
Pass pictures around the circle as fast as possible while the music is playing. Then say, "If you have a picture that begins like _____, you may come in. You are a magic person."

9. Spread pictures on the floor (one for each child) and say, "Go find a picture that has the same sound as your name."

10. Have students find or point to things in the room that start with the same sound as _____.

11. Ask students to choose for "show and tell" something that begins with the sound of _____.

12. Guessing games
"I'm thinking of something in this room (on the desk-on the playground) that begins like _____" or "Go to the window and see something that starts like _____." "Tell me something you had for breakfast that begins like _____."

13. Little Tommy Tittlemouse
"Little Tommy Tittlemouse
Lives in a little house
Someone's knocking at your door."
Tommy hides his eyes. A child stands behind his chair and says the rhyme. Tommy asks, "Who is it?" The child replies, "My name begins like doll." If Tommy is correct, he has another turn. If he is incorrect, the other child becomes Little Tommy Tittlemouse.

pictures of several different beginning consonants. The children are lined
in relay games. Say, "I'm looking for a card (or picture) that begins
r start like) _____". First child in each row runs to get
that gets the most cards wins the game.

r and variations
tial consonants to each child in the group. Call for a picture that begins
ll the children may skip, hop, gallop, etc. whose picture begins like the
ue using all sounds represented in pictures to give all a turn.

musical chairs)
ircle as fast as possible while the music is playing. When the music stops
re that begins like_____, you may come to my magic castle, and

or (one for each child) and say, "Go find a picture that begins with the
"

t to things in the room that start with the same sound as their name.

"show and tell" something that begins with the same sound as their name.

g in this room (on the desk-on the playground) that starts like_____."
nd see something that starts like_____." "I ate something for
_____."

e

ur door."
child stands behind his chair and says the rhyme. The child (or Tommy) asks,
eplies, "My name begins like doll." If Tommy guesses, he may have another
the other child becomes Little Tommy Tittlemouse.

14. Magnetic Fishing Game
Staple pictures on paper fish. Tie a magnet to a pole. As eac
caught a fish that begins like _____. It is a ____
is thrown back.

15. Pass out big pictures of objects with the same beginning sound
picture that begins with the same sound as theirs.

16. Train Ride
"If you can tell me a word that begins like _____ (b
ride the train."

17. Mix-up or Scramble
Pass out picture cards, several of which have the same beginn
pictures that begin with the same sound as mine (hold up card

Additional Suggestions

1. Paste a "key" picture for a sound in the center of a large she
bring pictures that start like the key picture.

2. Pass out picture cards of several sets of a sound -- this may be
period, play, getting wraps. As the teacher calls for cards w
children proceed to their group.

Independent Activities

1. Children draw a picture to complete each sentence. Somethi
Baby sleeps in a little _____.
Bob has a red _____.
I will look at my _____.

2. During work period time have magazines and scissors on each
a table finds the most pictures beginning with a certain sound
sorting and other games.

3. Children may draw pictures after they have listened to the st
a. "Draw all the things that Carol got at the grocery s
b. "Draw things in a house that begin like, 'dog'."

g Game
n paper fish. Tie a magnet to a pole. As each fish is caught, the child says, "I
at begins like_____. It is a_____." If incorrect, the fish

ures of objects with the same beginning sound. Have students find a partner with a
gins with the same sound as theirs.

me a word that begins like_____(ball, bat, baby) you may take a chair and

mble
cards, several of which have the same beginning sound. The teacher says, "Those having
gin with the same sound as mine (hold up card) change seats." An "extra"child will try to get a seat.

icture for a sound in the center of a large sheet. Children may cut out, draw, or
hat start like the key picture.

cards of several sets of a sound -- this may be used for grouping children for work
etting wraps. As the teacher calls for cards which begin with the same sound, these
d to their group.

a picture to complete each sentence. Something that starts with the same sound as BIG.
sleeps in a little_____.
s a red_____.
look at my_____.

ional time have magazines and scissors on each table. The children see which group at
e most pictures beginning with a certain sound. Later these may be used for charts,
or games.

aw pictures after they have listened to the correct sentences.

w all the things that Carol got at the grocery store that begin like her name.
w things in a house that begin like, "dog".

4. Children may like to use
   a. Individual pocket charts--match cards to the picture.
   b. Individual flannel boards may be used with a key picture.
   c. Boards assembled with three hooks used as fasteners. Child sorts and hangs pictures of like sounds on correct hook.
   d. A curtain rod hook with a toy or an object fastened to it may be used. Have children find and slip on the hook the pictures that begin with the same sound.
   e. Use a thin sheet of sponge, styrofoam or cardboard with an object fastened to the corner as the key sound, match pictures.

5. Sorting "begin alikes"
Use line to divide a shallow box into four squares. Place a key picture in each of the two top squares. Students are to sort a group of pictures by placing them in the square beneath the picture with the same beginning sound.

Small objects may be used for variation.

6. Mount large magazine pictures which represent consonant sounds. Arrange them in a circle about the room. Have students walk by the pictures while music plays. When the music stops, have the child give a word with a "begin alike" sound that is like the beginning sound for the picture he is standing by.

## C. DISTINGUISHING LETTER FORMS

1. Print pupils' names on tag cards. Place cards on chairs. Ha
one activity of recognition.

2. Have children make their names by cutting letters from maga
in correct order.

### GROUP GAMES FOR DISTINGUISHING LETTER FORMS ONE ANOTHE

1. Hide letter card
Put four letters on the chalkboard. One child is "IT", and s
come to the board and look at the letters and then turn away
"IT" removes a letter and says "ready". The four children t
letter is "IT". Four new children come to play.

2. Race
The teacher holds a letter pack. Two children stand side by
letter shown by the teacher takes one step toward the teache
wins.

3. Matching Capital and Small Letters
Capital or small letters are printed on both sides of a sheet o
letter is attached to the left hand side. On the right hand si
The child laces the card from left to right by matching the co

| | | |
|---|---|---|
| B | j | |
| J | k | Same |
| K | b | as |
| M | a | other |
| A | m | side |

4. Letter matching
The group is seated in a circle. Each child has a letter card
letter card. The teacher plays a record. The children pass

ER FORMS

names on tag cards. Place cards on chairs. Have children find their chairs. This is of recognition.

en make their names by cutting letters from magazines or newspapers and arranging them der.

STINGUISHING LETTER FORMS ONE ANOTHER

card
ers on the chalkboard. One child is "IT", and stands near the letters. Four children board and look at the letters and then turn away from the letters. The child that is s a letter and says "ready". The four children turn. The first one to say the missing ". Four new children come to play.

holds a letter pack. Two children stand side by side. The first child to say the new by the teacher takes one step toward the teacher. The first one to reach the teacher

apital and Small Letters
small letters are printed on both sides of a sheet of stiff cardboard. A shoestring for each ached to the left hand side. On the right hand side are holes (protected by gum labels). oces the card from left to right by matching the capital with the small letter.

| | | |
|---|---|---|
| J | i | |
| J | k | Same |
| K | b | as |
| M | a | other |
| A | m | side |

ching
is seated in a circle. Each child has a letter card. Someone in the circle has a matching ... The children pass the cards in rhythm. When the music stops,

the teacher calls one child at a time to stand, show card, and tell the letter. The child who has the same letter will also stand, but does not need to say the name of the letter. If some child misses, he sits in the center of the circle. If someone else misses, the child may enter the circle again by naming the missed letter.

5. Letter march (or skip or walk)
   1. With letter cards:
      Hand letter to all children; say, "All those having the letter B, march now, etc."
   2. Without letter cards:
      Say, "Children whose name begins with letter B, march now." Or, "Children whose name begins the same as boy, ball, etc., march now."

6. Variation of letter march
Known letters are held by children in circle. Other children stand in larger circle around them. While music plays children with letters march. When music stops, children with letters must stop in front of children without letters and ask, "What letter do I have?" If a child answers correctly, it is his turn to march. When his march turn is over the child sits down.

7. Variation of letter march
Place large pieces of paper in a circle on the floor. Print one letter on each piece of paper. Some of the children march, skip, or walk to music in the circle. Then the music stops. The child tells the name of the letter on the piece of paper where he is standing, then chooses someone to take his place.

8. Ten pins
Put letters on bowling pins or blocks. One child rolls a ball toward the pins or blocks. He must name the letters on the pins or blocks he knocks down. The score is the numbers of letters he names.

9. Fishing
Make two letter cards for each letter. Each player is given five cards. Remainder of cards are put in center of table. For a matching letter card, e.g., if he holds an 'A' card, he asks, "Do you have a capital 'A'?" If he does not have the card, the child fishes for it from the center pile. When a pair is made he places the pair on the table in front of him. The player with the most pairs wins. (This may be played with small or capital letters.)

10. Letter Man (To Tune of Muffin Man)
The group sings, "Do you know the Letter Man, the Letter Man, the Letter M
who lives in Alphabet Lane?" One child has a card with a letter on it and sh
has a capital and the other a small letter. When the child finds a partner, bo
"Yes, we know the Letter Man," etc. Child with small letter then calls out c
starts over again.

11. Name Ball
The children sit in a circle with their legs folded. Each child has a letter car
clothing. One child sits in the middle of the circle and is "it". This person c
letter and rolls the ball to the child who has the letter called. If "it" is corre
place in the circle and the child named becomes "it". If he doesn't guess cor
the name of the letter. He goes to the "Castle of Remembering" where he trie

12. Happy and Sad Boxes
Prepare two boxes; one with a smile, the other one with a sad face. In the ha
cards with the letters of the alphabet he knows and in the sad box the letters h
the teacher to know with which letters the child needs help.

13. Fruit Basket
The children sit in a circle. One child stands in the middle of the circle. Ea
either capital or small. Duplicate letters are used for this game. The child i
out two or three letters and the children having these letters change chairs.
and the child left standing calls the next letter.

14. King and Queen
All girls sit on row of chairs. One girl stands behind first chair. Teacher hol
answers correctly first, she moves to stand behind the girl sitting in second ch
answers correctly first, she then turns to the child standing; and the other girl
girl can complete the row answering first without making a mistake, she is que
boys to select the king.

Variation can be done with beginning sounds and giving words or letter names and supp

15. Peddler Game
The children sit in a circle on the floor. The teacher or the child chosen to l
four letters to the same number of children. (As the children learn this game,
letters). The leader then has to remember to whom he has given each letter a

Man)
he Letter Man, the Letter Man, the Letter Man, Do you know the Letter Man,
One child has a card with a letter on it and skips around to find his partner. One
all letter. When the child finds a partner, both skip around the circle to:
" etc. Child with small letter then calls out a letter to take his place and game

their legs folded. Each child has a letter card clipped or pinned on his or her
middle of the circle and is "it". This person calls out the name of one
hild who has the letter called. If "it" is correct, he may take that child's
d named becomes "it". If he doesn't guess correctly another child helps him with
s to the "Castle of Remembering" where he tries to remember the letter he missed.

mile, the other one with a sad face. In the happy box, the child drops the
habet he knows and in the sad box the letters he does not know. This assists
letters the child needs help.

ne child stands in the middle of the circle. Each child has a card with one letter,
ate letters are used for this game. The child in the center of the circle calls
children having these letters change chairs. The leader tries to get a seat
the next letter.

One girl stands behind first chair. Teacher holds up letter card. If girl standing
es to stand behind the girl sitting in second chair. However, if girl on chair
n turns to the child standing; and the other girl sits in her chair. When one
ering first without making a mistake, she is queen. This, of course, is done with

nds and giving words or letter names and supplying words.

he floor. The teacher or the child chosen to be the leader passes out three or
of children. As the children learn this game, you may increase the number of
remember to whom he has given each letter and ask for it to be returned.

16. The Ball Goes Round

The children sit in a circle on the floor. They pass the ball aro

Round and round the ball does go;
Not too fast and not too slow.
Round and round just like a top;
Now it's time for it to stop.

When they say "stop", the child holding the ball is OUT, and m
tell the name of the letter the teacher is holding. If the child k

17. Choosing Partners

Make letters on hearts, pumpkins, etc. Have the children find
letter. Then you may play a game or have rhythms using these p

18. Postman

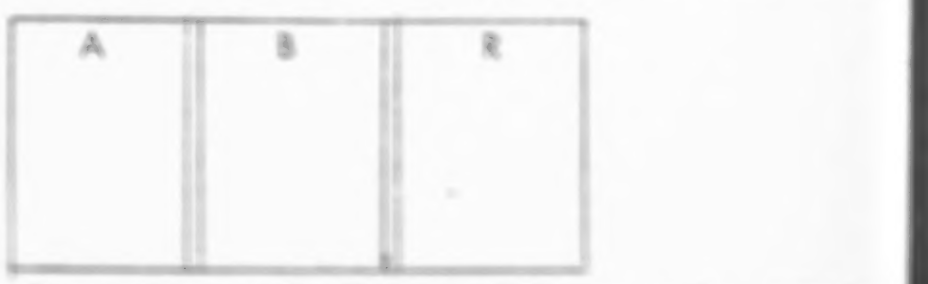
One child may be the postman and carry a box with a slot apun
circle have two or three cards. If the child reads his letter corr
know the letter, the leader may help him.

19. Hide and Seek

Hide several known capital letters around room. Give childen

Variations: 1. capital matching capital
2. small matching small
3. capital matching small

20. Individual home-made pocket charts
(see illustration)
Pockets of small letter cards
(made from oak tag)
Put capital letters in one row in pocket chart. Find or matchsm






Direct the pupil to match all the small letters to the capitalon
cut small a's, b's, and c's from magazines and paste on the abov

on the floor. They pass the ball around the circle, repeating this verse:
he ball does go;
ot too slow.
ust like a top;
it to stop.
child holding the ball is OUT, and must go to the center of the circle, if he cannot
he teacher is holding. If the child knows the letter, he may continue to play the game.

mpkins, etc. Have the children find their partner by finding another child with the same
a game or have rhythms using these partners.

man and carry a box with a slot around the circle. All of the children sitting in the
rds. If the child reads his letter correctly, he may mail it in the box. If he doesn't
may help him.

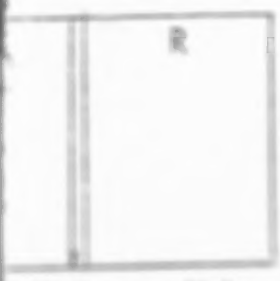
letters around room. Give children individual letters to match.
apital matching capital
nall matching small
apital matching small

ket charts

( Staple along edges to hold folds)

ds

ow in pocket chart. Find or match small letters.



ill the small letters to the capitals on the sheets. Similarly, pupils could be told to
m magazines and paste on the above sheets.

21. Shape letter forms with clay.

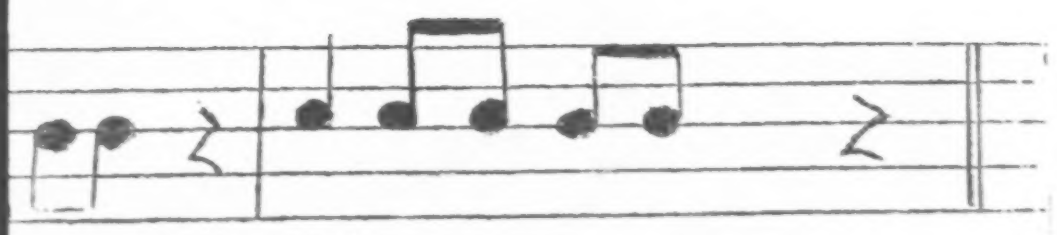
22. Feel and identify sandpaper letter forms.

23.

Do you know what letter I am.....?
It's the letter capi - tal_____.
small_____.

One child selects a letter card and stands in front of children so all may see the lette
another child and repeat the verse.

rms.



I have a riddle

I know your riddle

etter I am.....?
- tal_____.
_____.

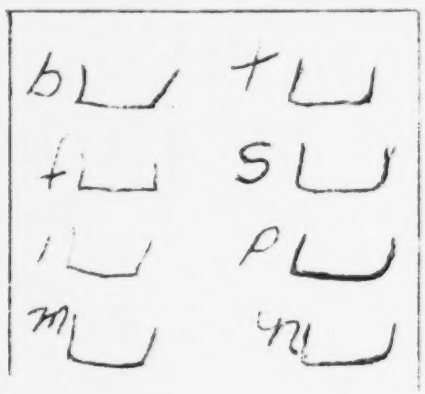
t of children so all may see the letter. The teacher or child may choose

## D. ASSOCIATING LETTER SOUNDS AND FORMS

Independent Activities

1. Display an attractive box with objects taped to the inside. Cards with let
objects begin with are to be placed over the objects.

2. Peek Charts may be made. One could have letters revealed with a picture
as the letter under a flap at the side. The other chart could have the pictu
letter under the flap at the side. These charts can be an excellent review
individually or by small groups.



3. Tagboard rectangles 10" x 12" with a letter at one side may be "laced" wi
with the same sound on the opposite side. Bright red discs or paper square
begins with the same sound as the letter instead of "lacing" string to it.

4. A shallow box approximately 10" x 12" could have pictures in it and the c
with the same sound upon the object pictured. Also, letters could be past
match the pictures to the letters.

5. Large 9 x 12 letters on tagboard can be made and placed on the floor for th
match pictures to the letters.

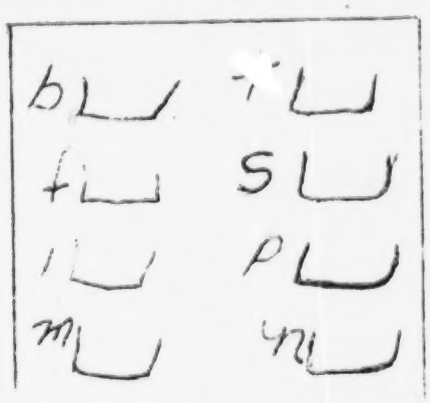
Group games

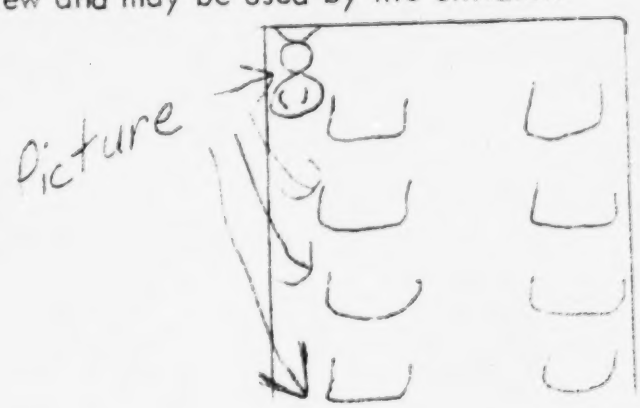
1. Letter Call
Spread letter cards on table. Leader says, "I see a letter with which the wor
Child who answers correctly gets letter. Winner is child with most letters.

DS AND FORMS

box with objects taped to the inside. Cards with letters representing the sounds these to be placed over the objects.

ade. One could have letters revealed with a picture having the same beginning sound ap at the side. The other chart could have the picture revealed with the corresponding t the side. These charts can be an excellent review and may be used by the children ll groups.






0" x 12" with a letter at one side may be "laced" with a string to a picture that begins n the opposite side. Bright red discs or paper squares may be placed on the picture that ound as the letter instead of "lacing" string to it.

imately 10" x 12" could have pictures in it and the child could place a letter that begins pon the object pictured. Also, letters could be pasted in the box and the child could the letters.

n tagboard can be made and placed on the floor for the children seated in a circle to letters.

ble. Leader says, "I see a letter with which the word dog begins. What letter is it?" ctly gets letter. Winner is child with most letters.

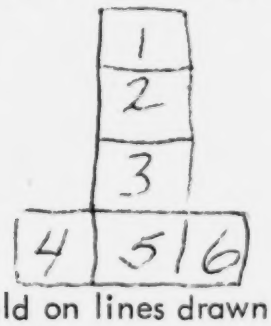
2. Calling cards
Have two picture cards for each beginning letter sound. Deal out several cards t
turns calling for picture cards that match beginning sound in their hand. Say, "D
that begins with the letter 'B' ?" Winner is one with most pairs.

3. Mailbox
Teacher has cards made from cut up picture dictionaries which she uses as letters
envelopes'. Then the children mail the letters into the respective shoebox mailbo
some beginning sound, or according to letter.

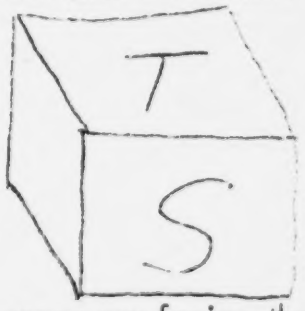
4. Race
Print twelve letters on the chalkboard. Have the children make a circle and call
two children at a time race to the chalkboard and point to the letter which was th
called.

5. Children bring five pictures from home starting with the letter introduced the prec
given opportunity to name his pictures and tell the beginning letter. Then he cho
pasted on the class chart.

6. Toss the Block
"Toss the Block" is a phonics game which a small group of children can play indep
classroom or as a group. For it, you may use regular alphabet blocks or a small b
have painted the initial consonants the children are working on. Youngsters take
which letter comes up on top, then giving a word beginning with that consonant's




Cube may be of masking tape and tagboard




Make 1" squares. Fold on lines drawn. The numbers on the paper are facing the
folded. The other squares are folded inside.

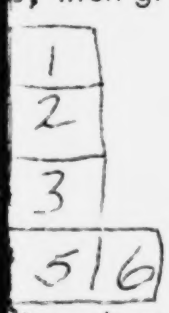
ach beginning letter sound. Deal out several cards to each player. Players take
s that match beginning sound in their hand. Say, "Do you have a picture card
' ?" Winner is one with most pairs.

cut up picture dictionaries which she uses as letters (these may be pasted on
en mail the letters into the respective shoebox mailboxes, either according to
cording to letter.

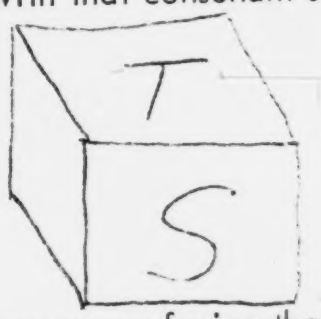
alkboard. Have the children make a circle and call words in turn. Taking turns
o the chalkboard and point to the letter which was the beginning sound of the word

from home starting with the letter introduced the preceeding day. Each child is
s pictures and tell the beginning letter. Then he chooses one of his pictures to be

s game which a small group of children can play independently in a corner of the
r it, you may use regular alphabet blocks or a small building block on which you
sonants the children are working on. Youngsters take turns tossing the block, noting
p, then giving a word beginning with that consonant's sound.

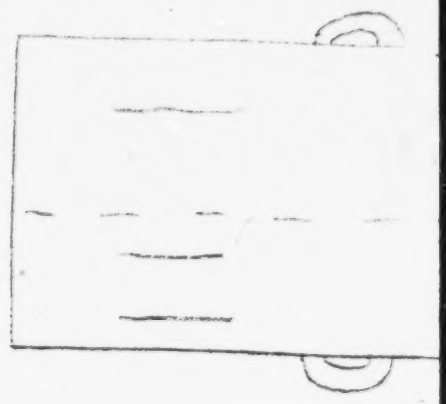



Cube may be of masking tape and tagboard




ines drawn. The numbers on the paper are facing the outside of the block when
re folded inside.

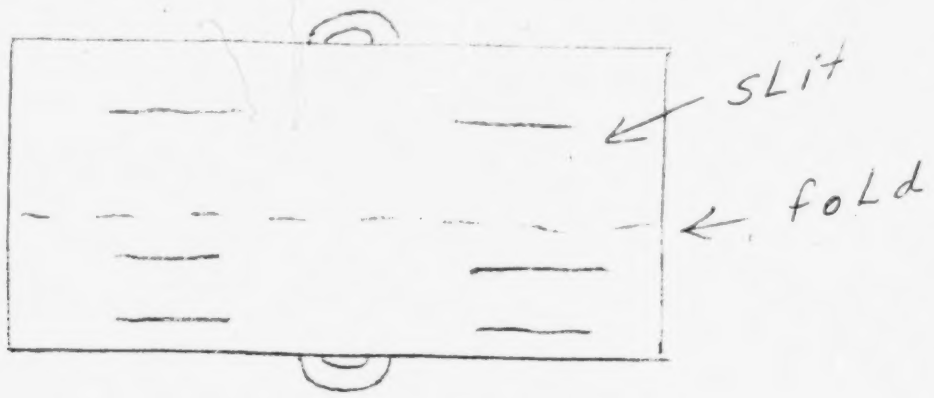
7. To play the suitcase game the boys and girls each have a suitcase (see diagram). A girl takes a turn. "I will put a dress in the suitcase." She takes the letter "d puts it in the slot in the suitcase. Then a boy has a turn. The child wins who fi



8. A child may hide a letter card behind his back and say, " I have a letter. CAT letter. What letter do I have?" The answer, "it is C."

9. Education in the Kindergarten, by Foster and Headley, contains the story of "Mr the story is presented, the game begins. "Something fell out of his car that begi

ne boys and girls each have a suitcase (see diagram). Each suitcase has six slots.
put a dress in the suitcase." She takes the letter "d" out of the pocket chart and
tcase. Then a boy has a turn. The child wins who fills the suitcase first.




ard behind his back and say, "I have a letter. CAT starts with the sound of my
ve?" The answer, "it is C."

ren, by Foster and Headley, contains the story of "Mr. Bradley and his car." After
game begins. "Something fell out of his car that begins with s." 9

## E. DEVELOPMENT OF A RECOGNITION VOCABULARY

The fourteen words listed below with their repetitions make up more than one-fourt
you were to teach these words to your kindergarten pupils, they would then posses
capital they will need for reading easily the preprimer, primer, first readers, and
expected to read.

| | | | | |
|---|---|---|---|---|
| to | at | on | of | it |
| the | I | are | and | an |
| this | in | a | is | |

You can make the teaching of the words a step in your program of instruction in pr
That teaching will consist of (1) introducing each of the words to your pupils, and
with practice that will help them learn to recognize the words instantly.

1. Introducing the Words

You may introduce each word by presenting it on the board in contex
that you have printed on the board except the word you are introduc
that word by using together the context you read aloud and the begi

The sections that follow give detailed suggestions for introducing so
case, context for you to print on the board is provided, but feel fre
to a sentence or sentences which you think are better. Each underli
to you. All statements and questions not underlined are for you to u
dots are used to indicate that you should pause there to give pupils
verbally.

2. To

Print the following lines on the board:
This is my new bicycle. Would you like to ride it?

Then say: "You can help me read these lines." Point to to: "I will
except this one. With what letter does this word begin?...You kno
for. Now I will read all the other words. When I stop, think of a
sound t stands for and makes sense here. Listen: This is my new bi
_____ ride it? What is the word?"...

N VOCABULARY

ith their repetitions make up more than one-fourth of all printed English. If
your kindergarten pupils, they would then possess an important part of the
easily the preprimer, primer, first readers, and trade books that they will be

it
an

words a step in your program of instruction in preparing pupils for reading.
troducing each of the words to your pupils, and (2) providing the pupils
learn to recognize the words instantly.

each word by presenting it on the board in context. Read to the pupils all
ed on the board except the word you are introducing and ask them to unlock
ogether the context you read aloud and the beginning sound of the word.

llow give detailed suggestions for introducing some of the words. In each
ou to print on the board is provided, but feel free to change that material
tences which you think are better. Each underlined statement is a direction
ents and questions not underlined are for you to use in talking to pupils. Three
icate that you should pause there to give pupils time to think or to respond

lines on the board:
cle. Would you like to ride it?

n help me read these lines." Point to to: "I will read aloud all the words
With what letter does this word begin?...You know the sound that t stands
ad all the other words. When I stop, think of a word that begins with the
nd makes sense here. Listen: This is my new bicycle. Would you like
hat is the word?"...

3. The

Print the following line on the board:

Tom con throw this ball high in the air.

Then say: "You can help me read this line." Point to the: "I will read aloud a
With what two letters does this word begin?...You know one sound that the lette
stands for a sound that is just a little different. It is the sound you hear at the be
I will read all the other words. When I stop, think of a word that begins like thi
Listen: Tom can throw this ball high in _____ air... What is the word?"

4. This

Print the following line on the board:

I have to give away some of these new kittens. Would you like to have this on

Then say: "You can help me read these lines." Point to this: "I will read aloud
what letter does this word begin?... You know the sound th stands for here. Wh
...You know the sound s stands for. Now I will read all the other words. Wher
with a sound th stands for and makes sense here. Use the sound at the end of the
I have to give away some of these new kittens. Would you like to have _____

The same would follow for these sentences listed below:

The skates are lost. Do you have a pair? (a)
I have never taken a trip on an airplane. (an)
Uncle Bill gave a bicycle to Mary and me. (and)
I cannot find my new shoes. Do you know where they are? (are)
Do you know where Dick is? He is not at home. (at)
Jimmy is taller than I am. (I)
The puppy was outside. Did you let him in? (in)
I cannot find my ball. Do you know where it is? (is)
I don't want this candy. Do you want it? (it)
Where is that old bat of mine? (of)
It is cold outside. Get your jacket and put it on. (on)

e board:
gh in the air.

read this line." Point to the: "I will read aloud all the words except this one.
s word begin?...You know one sound that the letters th stand for. In this word, th
a little different. It is the sound you hear at the beginning of this and them. Now
. When I stop, think of a word that begins like this and them and makes sense here.
ll high in _____ air... What is the word?"

e board:
f these new kittens. Would you like to have this one?

read these lines." Point to this: "I will read aloud all the words except this one. With
gin?... You know the sound th stands for here. What letter is at the end of the word?
nds for. Now I will read all the other words. When I stop, think of a word that begins
t makes sense here. Use the sound at the end of the word if you need to. Listen:
hese new kittens. Would you like to have _____ one? What is the word?"

nces listed below:
have a pair? (a)
an airplane. (an)
Mary and me. (and)
Do you know where they are? (are)
He is not at home. (at)
)
you let him in? (in)
ou know where it is? (is)
you want it? (it)
? (of)
jacket and put it on. (on)

Providing Practice in Recognizing the Words

The following numbered paragraphs describe exercises you can use to help your pupils
words instantly:

1. As soon as three or more of the words have been introduced, print thos
board. Ask pupils to name words which you point at and to point at w
adding to and checking with this list on the board as you introduce ad

2. Print sentences on the board, each of which contain one of the words
pupils help you read each sentence, with you reading orally all the o
the one word on which you are giving practice.

3. GO AROUND THE BOARD

Purpose: To provide practice with sight
word recognition skills.

Players: Two to four

Materials: A rectangular piece of heavy p
a 2-inch margin. The margin i
for practice are written. Some
ties or rewards. A spinner for
be moved and a colored marke

| | | | | | |
|---|---|---|---|---|---|
| move 3 ahead | to | move 3 back | the | this | a |
| was | | | | | an |
| on | | | | | are |
| of | | | | | move 3 ahead |
| it | | | | | and |
| Home Base | in | is | move 2 back | I | at |

he Words

s describe exercises you can use to help your pupils to recognize the fourteen

more of the words have been introduced, print those words in column form on the
to name words which you point at and to point at words which you name. Keep
king with this list on the board as you introduce additional words.

the board, each of which contain one of the words you have introduced. Have the
ad each sentence, with you reading orally all the other words and the pupils reading
hich you are giving practice.

E BOARD

To provide practice with sight vocabulary and further develop word recognition skills.

Two to four

A rectangular piece of heavy paper, about one foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written. Some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved and a colored marker for each player.

| | | | |
|---|---|---|---|
| ave 3 ack | the | this | a |
| | | | an |
| | | | are |
| | | | move 3 ahead |
| | | | and |
| s | move 2 back | I | at |

Directions: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base." He reads the word that he "lands on." If he doesn't know the word, he returns to the original space until his next turn. The child first going all the way around to "Home Base" wins.

## A. WORD RECOGNITION [10]

1. In Context

   a. Name of the story appears as first line. (When time for reading from the book the story and page number in the table of contents.)

   b. New words in the story are used in context, either directly from the book or pl (Place below title on chart or on chalkboard.)

   Use a variety of ways of presenting phrases
   a. Find a sentence you know.
   b. Who can read number 4?
   c. Another child says the sentence; children give the number and repeat the line.
   d. Teacher gives the meaning; children locate and read.
   e. Children find a line that can be dramatized.

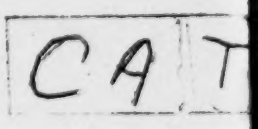
   Each child is given an opportunity to pronounce at least 1 sentence. (Come back t

   Use games occasionally to stimulate interest and provide additional practice ("Gian of a sentence, can you guess which one?")

2. Review of Sounds (use activities from "In Context")

3. Ending Sounds

   a. Substituting ending consonants in words:
   Exercises in consonant substitution can help youngsters develop skills that lead To make a booklet that provides practice in consonant substitution, fold severa x 4", into a booklet and staple them together. Then staple a strip of tagboard letter of a known word (the N in can, for example) on the first booklet page a the tagboard strip, as the drawing shows. On each of the following pages wri with the word beginning to make a new word (can). As children turn the book words by substituting ending consonants.



APPENDIX STAGE 111

ppears as first line. (When time for reading from the book comes, children will find
number in the table of contents.)

tory are used in context, either directly from the book or placed in different content.
on chart or on chalkboard.)

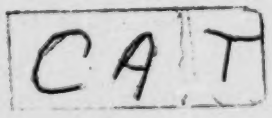
presenting phrases
u know.
er 4?
the sentence; children give the number and repeat the line.
neaning; children locate and read.
e that can be dramatized.

opportunity to pronounce at least 1 sentence. (Come back to any child that misses.)

to stimulate interest and provide additional practice ("Giant" game; "I am thinking
guess which one?")

ctivities from "In Context")

consonants in words:
ant substitution can help youngsters develop skills that lead to independence in reading.
that provides practice in consonant substitution, fold several slips of paper, perhaps 3"
et and staple them together. Then staple a strip of tagboard, about 3" x 6", to the last
word (the N in can, for example) on the first booklet page and the rest of the word on
as the drawing shows. On each of the following pages write a different consonant that
inning to make a new word (can). As children turn the booklet pages, they attack these
ng ending consonants.



b. Rhyming Endings
The leader says, "I end with ook. Can you guess what I am?" The player may take one guess in turn and say, "Are you look?" "No, I am not look," answers the leader, if his word is, e.g., book. The player who guesses correctly becomes the next leader.
Encourage the use of the full sentence for question and answer.

c. Rhyming Riddles
The teacher opens the game with this riddle; "I rhyme with sled, you sleep in me. What am I?" The child who answers correctly may make up the next riddle.

d. Phonogram Riddles
Prepare a set of cards with words with the same phonogram: pan, fan, man, Dan, can, etc.
On heavy paper prepare a list of riddles similar to the following:

My word is can. Change one letter and get something we use on a hot day. (fan)
Again change one letter and get something we cook in. (pan)

The child looks for the correct word card to answer the riddle.

e. Rhyming
Collect several sets of large pictures of objects (about three to a set), the names of which rhyme. The teacher places two or three sets on the chalk ledge or on a flannel board and says, "Some of these things have names that rhyme." She may ask other questions like, "Who can find pictures of two things that rhyme? Are there any others that rhyme too? Can you think of any other things that you know that would also rhyme?"

f. Sound-Alikes
Collect a set of small pictures of words that rhyme, e.g., man, fan, can, cat, hat, bat, etc. Paint an egg carton an attractive color. A child can then sort the pictures and put the rhyming cards into the separate sections. This exercise may be adapted for beginning and ending sounds.

4. a. Match Me[11]

Purpose: To listen carefully in order to recognize words th

Players: Small group

Materials: Set of flash cards

Directions: Prepare a number of one-word flash cards using

| st | ck | er |
|---|---|---|
| best | black | teacher |
| last | neck | player |
| rust | trick | father |
| fast | stick | mother |

Give each child two cards. The players listen c ends like one of the groups of cards; for example which ends with ck must stand before the group,

Adaptations: (1) Consonants or blends in the initial position
(2) Words with other endings could be used, e.g

Cautions: When children "call" the words they should be e all may hear. For instance, be sure the t in fast articulation is extremely important. This is a go children's "lazy lips."

b. "r" Combination Drill

Find pictures to illustrate the blends: "tr," "pr," "br," "kr,"

Tray, try, tree; trains
Pray, pry, pree; prese
Bray, bry, bree; bridg
Kray, kry, kree; crick
Dray, dry, dree; drum
Gray, gry, gree; grap

[11] "Reprinted from Reading Games by permission of the publishers."

To listen carefully in order to recognize words that end alike
Small group
Set of flash cards

Prepare a number of one-word flash cards using words similar to the following:

| st | ck | er |
|---|---|---|
| best | black | teacher |
| last | neck | player |
| rust | trick | father |
| fast | stick | mother |

Give each child two cards. The players listen carefully as the teacher says a word which ends like one of the groups of cards; for example track. Then each player who has a word which ends with ck must stand before the group, show his card, and say the word.

(1) Consonants or blends in the initial position could also be used.
(2) Words with other endings could be used, e.g., ay, is, en.

When children "call" the words they should be encouraged to speak distinctly so that all may hear. For instance, be sure the t in fast is sounded clearly. Here is a case where articulation is extremely important. This is a good chance to make more mobile the children's "lazy lips."

on Drill
o illustrate the blends: "tr," "pr," "br," "kr," "dr," "fr," and "gr,"

Tray, try, tree; trains I can see.
Pray, pry, pree; presents I can see.
Bray, bry, bree; bridges I can see.
Kray, kry, kree; crickets I can see.
Dray, dry, dree; drums I can see.
Gray, gry, gree; grapes I can see.

eading Games by permission of the publishers."

c. The "dr" blend is used in this poem. Children say the refrain each time, using hands to imitate rain falling.

THE RAIN

Quietly, so quietly, drift in from the sea,
Dark clouds, gray clouds, heavy as can be.
Rain, rain, rain.
Drip, drip, drop.
Over city, over hill, over farm and plain,
Over highway straight and smooth, over moving train.
Rain, rain, rain
Drip, drip, drop.
The happy day grows very dim, the sunshine disappears,
When suddenly the sky above begins to shed its tears.
Rain, rain, rain,
Drip, drip, drop.
The rain is fresh, the air is sweet, the patter all around
Makes noises on the roof tops and drips slowly to the ground.
Rain, rain, rain,
Drip, drip, drop.
And as we listen to the rain, it makes us wonder why
The heavens hide behind dark clouds and then begin to cry.
Rain, rain, rain,
Drip, drip, drop.

d. The "st" blend is emphasized in this poem. Let the children choose different methods of transportation and select a color. Clapping will accentuate the rhythm.

STOP FOR ME

Streetcar, streetcar,
Red as can be!
Streetcar, streetcar,
Stop for me!

Engine, engine,
Black as can be!
Engine, engine,
Stop for me!

Bicycle, bicycle,
Silver as can be!
Bicycle, bicycle,
Stop for me!

Pony, pony,
Brown as can be!
Pony, pony,
Stop for me!

e. "skw" or "sq" is one of the most difficult blends for children to make. Be sure that each child can make a "q", which is a combination of "k" and "w", before attempting this blend.

NEW SHOES

I have a brand new pair of shoes,
Squeaky, squeaky, squeak.
Listen closely, they will speak,
Squeaky, squeaky, squeak.

f.

EXERCISE FOR BLENDS

"s-s-sm-sm" - smile, smile, smile.
"s-s-sw-sw" - sweep, sweep, sweep.
"s-s-sp-sp" - spin, spin, spin.
"s-s-sn-sn" - sniff, sniff, sniff.
"s-s-sk-sk" - skip, skip, skip.
"s-s-sl-sl" - slide, slide, slide.
"s-s-skw-skw" - squeak, squeak, squeak.
"s-s-st-st" -
Still...
Still...
Still...

Note that the sq blend in line 7 of the poem has been spelled as it is pronounced, "skw." Flash cards on which the words have been printed may be used. The children may also think of different words for each blend which can be dramatized. This exercise is for all "s" blends since a child will sometimes lisp on one blend and yet make the others correctly.

g. Circle the words that begin with the same beginning consonant digraphs as ship.

shall

dish

she

5. Vowels II

a. Vowel-O

Purpose: To provide practice in identifying vowel sounds

Players: Small group

Materials: Word cards, each of which contains one word

Directions: To teach the sound of i, for example, write each of the words below on word cards. Give two cards to each child, one word card containing a short i and and the other a long i. The teacher now says a word, such as pine. In this case each child is to hold up his word card that has the long i. Some words to use are: time, tiny, tip, file, ring, ride, Dick, rich, bib, mind, find, ill, Jill.

Adaptations: (1) The short and long sounds of the other vowels can alsc be used.
(2) The game could be played without word cards by writing the list of words on the chalkboard.

b. Matching Vowel Sounds

Purpose: To strengthen auditory discrimination of vowel sounds

Players: Two to four

Materials: Forty cards, each of which contains a one-syllable word; there must be at least two cards with the same vowel sound

Directions: Deal four cards to each player and place the rest face down in a pile in the middle of the table. The first player reads clearly any one of his cards aloud. Any player who has a card with the same vowel sound pronounces his word and the first player must give him his card. The second player then lays these two cards in front of him. The first player draws a card from the pile to replace the card he has lost and the next player calls a card. If no one has a card with the same vowel sound the next player calls a card. The player with the most cards in front of him when the pile in the center is gone is the winner.

c. Look Alike - Sound Alike

Purpose: To strengthen children's auditory and visual recognition of digraphs
Players: Reading group or a small group
Materials: Word cards containing several words with the same digraph
Directions: Distribute a word card to each player, such as:

where, which, white, wheat

they, then, this, there

chop, children, cherry, chair

ship, shoe, shut, sharp

Have each child read his card aloud. The teacher writes shine, cheese, those, and what on the chalkboard. She frames cheese and says, "Those who have words which begin like this word, stand." Ask, "How is your word like cheese?" The child would indicate that his word begins with ch, so it looks like cheese at the beginning and sounds like it too. Use the same procedure for the sh, wh, and th words. End the game by having each child place his card on the chalk ledge just under the word on the chalkboard that begins with the same sounds as the words on his card.

Adaptations: Similar games using "long vowel" words, endings, etc., could be used.
Cautions: Working with small groups is more desirable than with large groups.

d. Vowel Similarities.

Four players may play this vowel game. Prepare a set of about forty word cards. The words should each have only one vowel sound but include words with many different sounds such as snow, bee, sit, etc. Deal four cards to each player and put the rest of the cards in a pile in the middle. The first player reads any one of his cards aloud. Any player who holds a card with a similar vowel sound must give it to the caller. If no one has such a card or if the caller cannot read his card, then the card must be discarded, and the caller draws another from the pile. In this event, he must wait for his next turn to call for cards.

B. RECOGNITION OF PUNCTUATION MARKS

1. Read a poem to the children; interpret punctuation marks such as: period, question mark, exclamation mark, comma. Discuss and reread poem for the understanding of the punctuation.

2. Interpretation of punctuation marks through dramatization of stories such as: The Three Bears, The Three Pigs, The Three Billy Goats.

3. Take a field trip. Record the experiences in the childrens' own languages. Use punctuation marks to show the children how they are used.

4. Learning the concept of (?) for "I don't know." [12]
Draw three boxes on the board. Put Yes in one box, No in the middle box and a Picture of a child with his hand up in the last box. In one of the boxes the child doesn't know what to say. Draw a line under the picture of the child who doesn't know what to say. Encourage each child to raise his hand for help if he does not know how to respond to any question. Point out that the question mark stands for "I don't know" or "I need help."

C. ABILITY TO READ FOR DEEPER MEANING

"New Word" Games Related to Personal Experiences

1. Selecting a word which best describes a picture or an object--as, matching the pictures of members of a family with their names: mother, father, brother, baby.

2. Selecting descriptive sentences and phrases--as, matching pictures with labels, choosing the picture which a riddle describes.

3. Choosing subtopics which are placed under the main topics in an outline.

4. Classifying and identifying--as, selecting from a group of word cards those which are related, then classifying them according to kind:

| animal | mineral | vegetable |
|---|---|---|

| reindeer |
|---|
| tomato |
| copper |

5. Determining the purpose or function of things--as selecting from a group of word cards those which have like function:

| things we eat | things we wear |
|---|---|
| | |
| | |

| hat |
|---|
| milk |

6. Arranging single pictures in story sequence--as, pictures describing each of the following:
   1. Getting ready for school
   2. Riding on the school bus
   3. Activities in the school room
   4. Eating lunch
   5. Resting

## D. ADAPTATION OF READING METHOD TO PURPOSE AND CONTENT

### 1. SILENT READING 10

Teacher uses questions to guide the silent reading. Always read sile

Questions may express thought, fact, or judgement.

Read 3 lines and tell two things Bobby saw.
Read 4 lines and tell how you know Bobby was happy.
Read 2 lines and see which you think was larger.

After reading the part of the story indicated - discuss --

Can you tell _____
Find _____
How do you know _____
Where did _____
How did _____
Why did _____

All children read silently. When approximately 3/4 of the group in stop. Then ask a child to give the answer to a question in his own w

At the conclusion of the silent reading and question period, discuss question raised at the beginning.

G METHOD TO PURPOSE AND CONTENT
G 10

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ad 2 lines and see which you think was larger.

eading the part of the story indicated - discuss --

an you tell _____
nd _____
ow do you know _____
here did _____
ow did _____
hy did _____

ildren read silently. When approximately 3/4 of the group indicate readiness to answer, Then ask a child to give the answer to a question in his own words.

conclusion of the silent reading and question period, discuss the answer to the motivating on raised at the beginning.

## 2. ORAL READING

Use oral reading in a variety of ways.

One child reads orally the lines that were read silently. There should be a purpose for oral reading. Read the line that:

made you laugh
told what mother said
has conversation or dialogue
told the answer to a joke

Read by parts. One child is the narrator, reading the parts not in quotes. Other children are chosen for as many parts as there are characters speaking.

Each child should have the opportunity to participate every day.

Develop fluency; discourage word calling.
Develop expressive oral reading.

## E. ABILITY TO STUDY INDEPENDENTLY [10]

### 1. Classification

Exercises where child collects all words or phrases pertinent to given topics. Example: List all the phrases (or words) from this list that tell about people, work, play, home, animals, travel, food, action, names, places, descriptions, etc.

Directions: From any story select certain phrases or words. Put them on a chart, on the board, or on duplicated sheets from which the children may work. Have the children fold papers into halves or fourths or whatever size is suitable for the classification assignment, and head each part. Phrases or words are then classified according to headings. (The following heading are suggestions; however, titles should be used only after the children have had the words used in their reading.)

a. Classify words and phrases by placing in proper column.

Sample headings: Who What Where

Sample phrases from which child selects:

| | | |
|---|---|---|
| grandmother | a white suit | a green bench |
| in the city | a long hill | in the woods |
| some rolls | in a street | a house |
| Dick | a red bicycle | went to bed |

Variation of above:

Sample headings: People Buildings Food Things

Sample phrases from which child selects:

| | | | |
|---|---|---|---|
| a chicken | a fire house | ice cream | toys |
| a fireman | Mr. Gray | a present | grandmother |
| a letter | a basket | milk | bicycle |

b. Place the words and phrases below under the proper heading.
Sample headings: Animals People Places Time

Sample phrases from which child selects:

| | | | |
|---|---|---|---|
| Juan | the woods | supper time | twinkle |
| a barber | bed time | T.V. time | up the street |
| one morning | Rodney | the city | Carl |
| a long hill | mother | the store | a squirrel |

c. From the context of any story select phrases that pertain to any two or three characters in the story. Classify phrases under the proper heading.

Sample headings: Mr. Squirrel Mr. Rabbit

Sample phrases from which child selects:

| | |
|---|---|
| opened his door | looked out of his house |
| began to cry | went to the squirrel |
| hopped and hopped | went to the rabbit |

d. From context of any story select phrases that tell what a person or animal does. Classify phrases according to proper heading.

Sample headings: Beavers Squirrels Kittens

Sample phrases from which child selects:

| | | |
|---|---|---|
| work very hard | do not play | like to play |
| do not play | like milk | eat wood |
| have to be clean | live in water | eat nuts |
| have to find nuts | play in trees | live in a house |

2. Matching

a. Matching two columns of work. This kind of list can be used in several ways:

The children can copy the list at the left and then write the phrase from the list at right that matches or tells about the first one opposite it.

The children can number their papers and then write the phrases in the second column in the order necessary to match the phrases in the first column.

| | |
|---|---|
| two children | a fire station |
| the big surprise | a red and green stripe |
| a fire house | Jim and Lisa |
| something to eat | made green stripes |
| a place to go | two new bicycles |
| a green bench | new and white |
| an airport | cake and milk |
| suit | in the city |
| the fireman's bicycle | many airplanes |

b. Matching the phrases with the names. The phrases tell something about the person or animal names in the first column.

| | |
|---|---|
| Baby Elephant | told a circus story |
| the clown | had a walking stick |
| the black dog | went to the circus |
| big brown bear | wanted a red cap |
| Monte | pulled the wagon |
| baby bear | met Jim and Lisa |
| Mr. Brown | had a blue coat |
| Jim and Lisa | was a monkey |

c. The children may also copy from a chart; putting phrases together to make complete sentences.

Example: Baby Elephant wanted a red cap.

3. Question and Answers

The children number their papers and write the correct answers from either of the following types of questions:

a. Questions which require a specific answer. (yes - no questions may also be considered in this category.)

b. Questions which require use of judgment in answer.

c. Questions whose answers may be chosen from a variety suggested.

Questions:

Why would Lassie stay home?
When did the boys go back to the house?
How did they help the men?
Where did Father take them?
What did they get at the lumber yard?
What did they buy at the store?
How many boys worked?
How did Lisa help?
What color did they paint the house?

Answers:

Lisa painted one side of the house.
He would go on the roof.
Wood, four windows and a door.
They went back in the afternoon.
The house was white.
They got a saw, hammer and nails.
Four boys worked on the house.
He took them to the lumber yard.
They got water for them.

Children may make up questions after reading a story. They could be asked to begin questions with these words: how, why, where, who, what, will, etc.

4. Selection

a. Students may write the phrases that tell something about the story, "Why the Bear Sleeps All Winter."

the nuts were gone
Mr. Rabbit and Mr. Squirrel
a bear in a log
some bees
closed the log
a baby elephant
the snow came
pushed the mud away
spring time
Carl and Lisa

b. After completing the last story in the book, select questions taken from all the stories. The children may write just the answer.

1. Who had a big surprise? — Baby Elephant
2. Who wanted to be a beaver? — a monkey
3. Who was the farm boy? — David
4. Who was Monte? — Mr. Gray

5. Drawing

a. Have students draw objects named in the story to test comprehension of the words.

Draw:

a bicycle
a green bench
a brown rabbit
an airplane
ice cream

b. Have students draw pictures to interpret parts of the story. A series of pictures may result in a "movie."

c. Request illustrations for specific sentences which will show whether a child has interpreted what he has read. Example:

Draw a picture of what Mother, Lisa, and Carla rode on.

Draw a picture of what Father was painting.

6. Completion

a. Completion at the end of a sentence. Children may either write only the part that is left out or the entire sentence. Words from which children may make the correct selection:

hungry puppy white tail

. Tykey was a _____ _____.
. He was black and _____.
. His tail was _____.
. Tykey was always _____.

b. Completion in the middle of the sentence. Children are to make a selection from the following words:

help from monkey lived

. A monkey _____ in the woods.
. He jumped _____ tree to tree.
. He had a long tail to _____ him.

7. Multiple Choice

a. Two choices
. Mr. Hall had a _____. store squirrel
. The store was in the _____. village farm

b. Three choices:

. Beavers live in _____. trees water houses
. Puppies like red _____. meat nuts rolls

c. Phrases to choose:

. Lisa said, "We have_____." some little kittens
work and play
up and down

8. Statements

a. Yes - No
(Yes - No example)

b. True - False

c. Right - Wrong

. Do you see any snow on the big tree?
. Do you see five nuts?
. Can this snowman eat food?

9. Sequence
Provide students with sentences in disarranged order. Have them read a story for meaning and rearrange the sentences in correct sequential order.

10. Write a different ending to the story or write a different title.

11. Title

Provide exercises which require child to quote, read orally, or indicate page and paragraph number in proving or disproving the teacher's statements concerning parts of the story or questions that might be asked.

## ACKNOWLEDGMENTS

A wealth of the material in the appendix has been extracted from textbooks, workbooks, bulletins, and other published materials. Also, a portion of the resources was donated by local teachers who had collected them over the years after finding them beneficial to the learning process of our kindergarten children.

We, therefore, wish to extend a meaningful thank-you to the educators and educational concerns who have helped make the appendix a useful resource tool in the development and success of the kindergarten reading program.

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